Н.В. Юхнель А.Г. Навумава Н.В. Дзэмчанка

Англійская мова

Вучэбны дапаможнік для 10 класа
ўстаноў агульнай сярэдняй адукацыі
з беларускай мовай навучання

Дапушчана
Міністэрствам адукацыі
Рэспублікі Беларусь

МІНСК
«ВЫШЭЙШАЯ ШКОЛА»
2011

УДК 811.111(075.3=161.3)
ББК 81.2Англ-922
Ю94

Р э ц э н з е н т ы: кафедра лінгвістыкі і міжкультурнай камунікацыі ўстановы адукацыі «Гродзенскі дзяржаўны ўніверсітэт імя Янкі Купалы» (кандыдат педагагічных навук, дацэнт *Ж.А. Караткевіч*); настаўнік англійскай мовы вышэйшай катэгорыі дзяржаўнай установы адукацыі «Гімназія №7 г. Мінска» *Н.М. Караленя*

ISBN 978-985-06-2013-2

CONTENTS

UNIT 1
ABOUT MYSELF

LESSON 1. WELCOME BACK TO SCHOOL

Communicative area: talking about the future
Active vocabulary: a field trip
Revision grammar: Future Simple, Present Simple, Present Continuous and 'to be going to'

1. a) **Read the poem. Match the words in italics with the definitions in the boxes.**

1. visits made by students to study something away from their school or college

2. sing very loudly

3. Am.: corridors

4. a scoop or two of different flavoured ice-creams, with some sauce or syrup or nuts on top of it

5. Am.: in schools, a period of time between classes when children do not study, a break

6. an oath of loyalty (клятва вернасці) to the national flag and the republic of the United States of America

7. sweets or chocolate

Welcome Back to School

By *Kenn Nesbitt*

“Dear students, the summer has ended.
The school year at last has begun.
But this year is totally different.
I promise we’ll only have fun.

We won’t study any mathematics,
and *recess* will last all day long.
Instead of *the Pledge of Allegiance,*
we’ll *belt* out a rock ’n’ roll song.

We’ll only play games in the classroom.
You’re welcome to bring in your toys.
It’s okay to run in the *hallways.*
It’s great if you make lots of noise.

Your video games are your homework.
You’ll have to watch lots of TV.
For *field trips* we’ll go to the movies
and get lots of *candy* for free.

The lunchroom will only serve chocolate
and *Triple-Fudge Sundaes Supreme*.”
Yes, that’s what I heard from my teacher.
. . . .

b) Guess what the last line of the poem is. Then, listen and check. Which illustration best matches the idea of the poem?

1


2


3


c) ‘Recess’ is the American word for ‘break’; ‘hallway’ – for ‘corridor’; ‘candy’ – for ‘sweets’. What are the British equivalents of two more American words from the poem: ‘movies’ and ‘lunchroom’?

2. **a)** **Listen again. Pay attention to the pronunciation of the words and phrases in italics. Practise reading the poem. Pay attention to the sounds and the intonation.**

b) **Would you like to have a school year like the one described in the poem? What would you like to do during the new school year? Where would you like to go on field trips?**

3. **a)** **Look at the pictures from the course book. What topics do you think they illustrate? Discuss with your partner.**

b) **Look through the book. Check your guesses.**



c) **Look through the book again to say what topics you will discuss this year and which of them you are interested in.**

4. **a)** **Fill in the missing words from the box.**

next, in the future, after, this

1. When does ... school year finish?
2. Where are you going ... summer?
3. What are you going to do ... school?
4. What kind of job do you think you'll have ...?

b) Answer the grammar questions on page 269.

c) Answer the questions from ex. 4a and report your classmate's answers to the group.

LESSON 2. MY NAME'S ...

Communicative area: asking for and giving information
Active vocabulary: to be born, to spell, common, to marry, reason, ancestor, to set someone apart
Revision grammar: relative pronouns in complex sentences

1. Answer the questions.

1. How many classmates have you got? 2. Do your teachers call you and your classmates by your first names or by your last names? 3. Do you know what your classmates' surnames mean? 4. Do you know what your surname means? 5. What surnames do you find beautiful?

2. a) Listen to the radio programme about surnames. Why are last names called surnames or family names?

b) Choose the right option and guess the meaning of the following words:

ancestor is someone from your family: 1. who will live after you; 2. who lives at the same time as you; 3. who lived before you

reason is something that suggests: 1. the cause of an event or a situation; 2. the result of an event or a situation; 3. the meaning of an event or a situation

spell means: 1. to form a word or words with the letters in the correct order; 2. to translate a word or words; 3. to explain the meaning of a word or words

was born means: 1. was brought; 2. disappeared; 3. began to exist, to live

to set oneself apart means: 1. to show to be different from something else, especially by having a particular good characteristic; 2. to cut into two; 3. to become like someone, to imitate someone's behaviour

common means: 1. very unusual, different from others; 2. the same in a lot of places or for a lot of people; 3. attractive

marry means: 1. take ones' husband's last name; 2. become husband and wife; 3. take one's wife's last name

3. **Listen and check your ideas.**

4. **Why did people start taking last names? When did last names become common in Europe? Why are Chinese and Icelandic surnames so special? What is the English version of the Russian surname Kuznetsoff? What Belarusian surnames do you find unusual?**

5. **a) Fill in the missing words. Use ex. 2b for help.**

Useful phrases:
What does it mean?
How do you spell this word?

1. Where and when ... you ... ? 2. Can you ... your name in English? 3. Is your name ... in the area where you live? 4. Do you know anything about your ... ? 5. When you ... someone, will you take their last name or leave your last name? What will be the ... for your choice? 6. What do you think ... you ... from other people?

b) Work in pairs. Ask and answer the questions from ex. 5a. Report your findings to the group.

6. **Fill in the missing relative pronouns from the box.**

whose (2), that, who (2)

1. Long ago, you had an ancestor ... made things out of metal. 2. Long ago, you had an ancestor ... father's name was Nels.

3. Every family name is a word ... means something. 4. The German family name Zimmerman means 'a carpenter' – a person ... job is making things out of wood. 5. Your ancestor is someone from your family ... lived before you.

7. Discuss in small groups.

1. What famous people do you think have attractive family names?
2. If you wanted to change your last name, which name would you like to take?

LESSON 3. DEAR DIARY

Communicative area: making deductions and speculations
Active vocabulary: on one's own, to come round, to go on the Internet, to browse, to surf, mate, microwaveable, to apologise, a reply, to text, to pop into, funky, to pray, to chat, to look forward; suffix *-ish*
Revision grammar: modal verbs *must*, *can't*, *could*, *might* and *may* for making deductions and speculations

1. a) Look at the girl in the photo. Her first name is Kelly. Read some deductions made about the girl. Which of them do you agree with?



• <u>Paul:</u> She can't be 20. She looks younger than 20. She must be 16 or so.

• <u>Julia:</u> She might be British. She could be Belarusian. It's really difficult to say.

- Nick: She must have a lot of friends. She is smiling and she looks very friendly.
- Janet: She must be good at computers.
- John: She must be very tidy. Her room looks super clean.

b) Who of the people above is sure about what they are saying? Who is not sure? What modal verbs do they use to show that? Study the rules on pages 270–271 to understand the difference.

c) Make your own deductions about the girl. Follow the example. Use the modal verbs in the box.

must, can't, might, could, may

2. a) Read what Kelly Smith wrote in her diary. Would you say Kelly has an active lifestyle?

My School Holidays

Day One: I've had an OK day today. I got up at midday, ate cereal for breakfast. Mum went out to Tesco[1] during the afternoon. I wasn't **on my own** for too long though. Mum only bought food for lunch. I checked my mobile phone during lunch – one of my friends **texted** me early in the morning and I'd only just noticed it! I sent back **a reply** and **apologised for** not replying sooner. After lunch I sat around watching telly[2] and finishing my English, History, German, Science homework. Had dinner at about 6:30, I had a **microwaveable** pizza and some chips. I went upstairs, finished off my English homework, I listened to Avril Lavigne for a while, came back downstairs at about 7:15, **went on** the Internet. Watched *Emmerdale*, then *Coronation Street* and I am now watching *Eastenders*[3].

Day Two: I woke up at 10:45, Mum and I went into town. Afterwards, we phoned mum's **mate** and her daughter (my mate) to ask if we could **come round** afterwards, as we hadn't seen each other for months! We stayed at our friends' house for an hour and a half – during that time me and my mate **browsed** the Internet. Afterwards we went to Tesco's to get dinner – a microwaveable Indian meal for three (mum, dad, me).

Day Three: I woke up at 10 a.m. **ish,** I think. Mum and I went back into Maidstone today, as we needed to get the Sunday Roast stuff for, well, Sunday. We also bought fish and chips for lunch and I bought some new **funky** crayola spider pens. We **popped into** Sainsbury's on our way back home. Ever since then, I have been **surfing** the Internet, eating dinner and watching a bit of TV.

Day Four: Mum went to work today, I did some more homework and in the afternoon I surfed the Internet. Mum left me out lunch before she went. I also **prayed** at about 2 p.m. Now watching Channel Five. I'm afraid that's all I've done today.

Day Five: I woke up at 2 p.m, and so did my mum. We went to Tesco at 3:30 p.m. – where mum kept meeting her friends, and we **chatted** for 2 hours! When we got home, it was already time for dinner (sausage, egg and chips). Afterwards, I did more homework until 2 a.m. – and I'm not joking! **Looking forward to** meeting all my school mates after the holiday.

---

[1] *Tesco, Sainsbury's* and *Maidstone* are supermarkets;
[2] *telly* is slang for television;
[3] *Emmerdale, Coronation Street* and *Eastenders* are all soap operas (серыялы)

b) Mark the statements below as True, False or No Information Available. Read out lines from the diary to support your ideas.

1. Kelly has got a mobile phone. 2. Kelly has a sister. 3. She likes eating microwaveable food and watching the telly. 4. Kelly believes in God. 5. She hasn't got a computer. 6. She got up at 10 a.m. every day on holiday.

3. a) Match the words in bold with their definitions.

1. alone
2. an answer
3. to spend time visiting a lot of websites
4. to look at information on the Internet; to look through a book or magazine in a relaxed, enjoyable way, looking briefly at several pages, or to walk around a shop looking at several items without intending to buy any of them

5. to go to a particular place
6. to talk to someone in a friendly informal way
7. to visit some websites
8. to tell someone that you are sorry for having done something that has caused them inconvenience or unhappiness
9. (about food) cooked or heated up in a microwave
10. to visit someone in their home
11. a friend or a person whom you work with
12. a suffix added to adjectives to give the meaning to some degree; partly; quite; around
13. to speak to a god either privately or in a religious ceremony in order to express love, admiration or thanks or in order to ask for something
14. to send a text message on the phone
15. very fashionable especially because not within the standards of common people
16. to feel pleasure, to be happy that something is going to happen

b) Look through two diary pages. Which of them do you think was written by a girl and which – by a boy?

A. Family weekend as usual. At 6 … I was woken up by my little sister Alice. Why can't I stay at home … at least once in a month?! Instead of … the Internet, I had to … to my girlfriend all morning, … for not calling her yesterday. She sent only one …: 'Leave me alone!' I just hope and … to God she'll stop being so capricious. … food again ... I … to having some nice home-made lunch. When I finally decided to … the Internet, my elder brother Jim said he needed my computer because it was faster than his, and he wanted to … some sites to find information for his course paper. He spent three hours … the Internet and when I finally started … with my mates, Mum said she wanted a hand in the attic – to get rid of some old stuff. Luckily, her friend … and they decided … Topshop or New Look to buy some … clothes for my second sister Lily who is soon going to France for a course. Some luck at last!

B. It's been a very good day. First of all my parents went on a weekend trip to Scotland and I was in the house … . When I woke up, I saw that they had already sent me SEVEN!!! messages.

Oh, God. I … a … and … for making them worry. I said I had just been sleeping. At 11 … I ate my favourite … pizza – Mum had left it for me in the fridge. Thanks, Mum. It was yummy! Then I … the Internet and … with my … for an hour or so. It felt like five minutes, though. After that I … my favourite music sites on the Internet. I had been … the Internet for two hours when my neighbour … . We went to the High Street and … a couple of shops. I bought a really … dress for my birthday party. I'm … to celebrating my birthday. I will be seventeen in two weeks! I'm … for good weather – I want to have a barbeque in our back garden.

c) Complete the diary pages with the new words from the lesson. Mind word forms.

d) Who is more positive in their account: the boy or the girl? Why do you think so?

4. a) Discuss with your partner: Do you have a lot in common with Kelly in the way you spend your holidays? Do you have the same preferences in music?

b) Write a diary page about how you spent your time during the holidays. Use as many new words from the lesson as possible.

LESSON 4: PERSONAL QUESTIONS

Communicative area: asking for and giving information
Active grammar: indirect questions
Revision grammar: verbs followed by gerunds

1. Work in pairs. Ask and answer the questions.

1. Where can we find personal information about people? 2. Which of these sources do you think is the best: a personal diary, an interview, an autobiography, an article on the Internet or other people's opinions? 3. Do you know any other sources that can give you more information about a person? 4. Is it always polite to ask personal questions?

2. a) Listen to two fragments of conversations in the streets. Which of the interviewers is more polite? Why?

b) Look through the pairs of questions from the two interviews. What are the differences between them?

1. **What**'s your name? – Could you tell me **what** your name is?
2. Do you keep a diary? – Do you mind if I ask you **whether** you keep a diary?
3. **How old** are you? – Do you mind telling me **how old** you are?

c) Read the rules on pages 271–272. Check your answers.

3. a) Kelly Smith is collecting statistics for her mother. Here is the list of questions she has to use. Help Kelly make the questions more polite – change them into indirect questions.

1. Where were you born?
2. How do you spell your name?
3. Is your name common where you live?
4. Are you married?
5. What sets you apart from other people?
6. Do you know anything about your ancestors?
7. How many hours per day do you surf the Internet?
8. What sites do you usually browse?
9. Do you like microwaveable food?
10. Is it easy for you to apologise?
11. Do you usually reply to letters the day you receive them?
12. Do you use abbreviations and smiley faces while texting on your phone?
13. Have you ever chatted on the Internet?
14. Do you know anyone who prays before going to bed?
15. Are you looking forward to your holiday?

b) Role-play the conversation between Kelly and a person in the street. Change roles.

4. a) Read the sentences from the conversations in ex. 2a.

Do you **mind** telling me how old you are?
I don't **mind** answering your question.

What verb form is used after 'mind'?

b) Study the rules on pages 303–306 and explain why

• Gerunds are used in the following word-combinations: *prefer texting to calling; apologise for not replying; like being; enjoy chatting; spend time surfing*, etc.

• We don't use a gerund in this question: *When would you prefer to come onto the Internet: during the daytime or at night?*

c) Fill in the active vocabulary items from lesson 3 to complete the questions. Mind the verb forms.

1. Do you prefer … your friends to calling them? 2. When you get a text message, do you send your … immediately? 3. If you don't reply immediately, do you … for not replying sooner? 4. Do you like being at home …? 5. Do you enjoy … with your friends? 6. How much time do you spend every day … the Internet? 7. Do you prefer … the Internet to looking for some specific information? 8. Do you usually … meeting your school … after your holidays? 9. Do your friends often … to see you? 10. Do you usually … before going to bed? 11. Do you like or hate eating … food? 12. Do you like wearing … clothes? 13. When would you prefer to … the Internet: during the daytime or at night? 14. Do you like … some shops on your way to school? 15. Do you get up at seven sharp or at 7…?

d) Use the questions from ex. 3a to interview your classmate. Report your findings to the group.

LESSON 5. INTERVIEW ON FRIENDSHIP

Communicative area: describing a friend
Active vocabulary: reasonable, stubborn, total, skinny, outspoken, outgoing
Revision grammar: complex and compound sentences; adjectives and adverbs *good-well, hard-hardly,* etc.

1. a) Read about friendship and say which of the sayings you like best and why.

A real friend is one who walks in when the rest of the world walks out.

Friends are the most important ingredient in the recipe of life.

To the world you may be just one person but to one person you may be the world.

A friend is someone who reaches out for your hand ... and touches your heart.

The best mirror is an old friend.

True friendship comes when the silence between two people is comfortable.

Friendship is not a big thing – it's a million little things.

Only your real friends will tell you when your face is dirty.

A friend is someone who knows all about you, and still likes you.

Friends are those rare people who ask how you are and then wait for the answer.

The language of friendship is not words but meanings.

Friendship is not something you learn in school, but if you haven't learned the meaning of friendship, you really haven't learned anything.

b) Which of the sentences above are simple sentences, which are complex or compound sentences?

2. **a) Listen to the interview with Damian – a teenage boy describing his friend. Why are they good friends?**

b) Below are the questions in the order they appear in the interview.

1. How do people become friends? 2. What does your friend look like? 3. What clothes does he wear? 4. What kind of person is your friend? 5. What are your hobbies? 6. What's your friend's best quality?

Read the answers to the interview and put them in the chronological order too.

A. To get an idea of how different we really are you would have to understand how we think, and act towards other people. I feel that Paul is more **reasonable** than me because I'm <u>pretty</u> **stubborn.** *Like* when one of us has an idea or solution that might not be so good, Paul's <u>usually</u> the one who'll stop and listen. Not me. With me it's either my way or no way. And I never apologise. I mean I can't. *So I think* it's safe to say that Paul is the reasonable one. It's his best quality, I think. Regardless of how different we are, we still always have fun. And with a friend that's all that really matters.

B. Sometimes the differences between two people make them closer. *Like take for example* my friend Paul and I. We are two <u>totally</u> different people. *Yet* we are close friends.

C. Our personalities differ somewhat as well. I'm more loud and **outspoken**, more **outgoing.** Paul's more of that quiet guy that everybody wonders about. I'm the kind of person that likes to start the party. He's the kind to sit on the side and see what happens. When we go out, it's usually me who is the first to chat up a girl. I keep telling everyone this joke about us: "He listens <u>hard</u> and I <u>hardly</u> listen."

D. Our hobbies aren't even along the same lines. I love cars and everything about them. I can say I know cars really <u>well</u>. He's <u>good</u> at music. He makes music beats and *that sort of stuff*. But that's okay because those are the kind of differences that make us such good friends.

E. From our appearances we are **<u>total</u>** opposites. He has blond hair and blue eyes. I have brown hair and brown eyes. I'm 6 feet tall and he's about 5'6"[1] and **skinny**. Once back in high school we lined up from smallest to largest and we ended up at opposite ends of the line.

F. The way we dress is very different as well. He's one of the funky guys. I don't mean to say that he dresses really <u>well</u> and I dress <u>badly</u>. I'm just a little bit of everything. I just wear what I like. Not what I'm supposed to like. *For instance* I might buy something from a store, which he might not even pop into, because that's just not his style. Regardless of what they might have inside.

---

[1] 5'6'' – 5 feet 6 inches

c) Listen and check. Guess the meaning of the words in bold.

d) Look at the photo. Who is Damian? Who is Paul?



3. a) Find the words in bold which mean:

a) very great; b) very thin; c) based on good judgment, fair and practical; d) doing what they want and refusing to do anything else; e) expressing strong opinions very directly without worrying about other people's feelings; f) friendly and energetic and finding it easy and enjoyable to be with others.

b) Fill in the new words from the lesson. One of them should be used twice.

1. You should eat more, you're much too ... . 2. I didn't know anything about the birthday party they had been organis-

ing. It was a … surprise for me. 3. She can be quite … and some people find it rather rude. 4. In this job you need to be very … because you meet a lot of people. 5. If you tell him what happened, I'm sure he'll understand – he's a … man. 6. "I want another $500 by tomorrow." "Be … – you know I can't manage that." 7. I don't know who's more … , you or your mate – neither of you will compromise.

c) Answer the questions about yourself. Compare your ideas with your partner. Do you have a lot in common?

1. Are you a reasonable person or a stubborn one? 2. Are you more loud, outspoken and outgoing or quiet? 3. Do you think it's good to be skinny? 4. Are you and your friend total opposites or do you have a lot in common?

4. a) Look through the words in italics. Find their equivalents in your language. Check with your teacher.

b) Choose the correct option to describe these words and phrases.

1. They make the interview more formal. 2. They make the interview more natural. 3. They make the interview difficult to understand.

5. a) Look through the underlined words in the interview. What part of speech are they? Read the rules on pages 273–275 to check yourself.

b) Fill in the underlined words.

1. Can you play a musical instrument … ? 2. Are you really … at something? 3. Do you think you dress … or … ? 4. Do you work … at school or do you … work? 5. Do you … apologise for doing something bad? 6. Are you … lazy? 7. Are you and your friend … different? 8. Were your exam results a … disaster or a success?

c) Interview two of your classmates you haven't spoken to yet today. Ask the questions from ex. 5b. When answering these questions, use the words and phrases in italics from the interview.

6. a) **Which of the sayings in ex. 1 best describes Damian and Paul's friendship? Why do you think so?**

b) **Complete a short summary of the interview combining simple sentences into complex or compound ones.**

Damian and Paul are totally different people, yet they are good friends. ...

LESSON 6: VOLUNTEER WORK

Communicative area: asking for and giving information
Active vocabulary: a volunteer, a motto, a hero, a shelter, a senior citizen, to provide for

1. **What does the word 'volunteer' mean? Which of the posters best symbolises volunteer work?**





2. a) **Good friends like Damian and Paul or a girl like Kelly could do some volunteer work on holidays. Here is the list of volunteer projects teenagers can do in America.**

Homeless **Shelters**
Food Banks
State Parks
Senior Citizen Centres
Helping Others Learn to Read
Libraries
Red Cross
Website Creation
Environmental Organisations
Hospitals
Animals Shelters

b) **Match the volunteer projects with their definitions.**

A. Providing information to visitors, fixing buildings and picnic tables, answering the telephone, typing letters, leading

guided tours, organising hikes and evening programmes, cleaning the park.

B. If you live in a city of any size, then there is at least one organisation that helps homeless people with meals, beds and other services.

C. Reading is one of the most important skills an adult can have. Many adults, however, have never learned how to read. **Volunteers** help illiterate children and adults learn this important skill.

D. You can volunteer to return books onto shelves, run children's programmes, give out books and so on. This programme trains volunteers to assist library staff and the public.

E. Helping to take care of animals, keep facilities clean and work with the public.

F. In this project you can help with environmental activities. You can help in many ways: by leading hikes and other activities, or by lending a hand at the office.

G. Many small charities and organisations do not yet have websites. You can help by creating a website. You could also raise money to pay for the website.

H. This organisation helps people in emergencies – whether it's half a million disaster victims or one sick child who needs blood.

I. They serve poor people living in the community (especially around the holidays) by collecting food and distributing it to those in need.

J. This volunteer job involves helping patients both inside and outside the hospital. The volunteers programmes allow participants to explore medical careers and gain work experience.

K. Here you can provide friendship and community activities for elderly people.

c) Which of the words in bold means:

a) a person who has reached the official age when they can stop working regularly, a more polite way of saying 'old person'
b) giving someone, or making it possible for someone to have something which is useful or which they will need

c) people who do something, especially help other people, willingly and without being forced or paid to do it
d) a building designed to give protection from bad weather, danger or attack

d) Which of the volunteer projects would you like to join?

3. a) Do the questionnaire to decide what kind of volunteer work you should do.

1. When you meet someone new, what do you do?
   a) I give them a big smile and a hug (абдымкі).
   b) I give them a flower I picked in the garden.
   c) I attack them with lots of questions.
   d) I get excited and start jumping up and down.

2. What **motto** do you live by?
   a) Hug them, feed them, love them.
   b) The 3 R's – reduce, reuse, recycle.
   c) A laugh a day keeps the doctor away.
   d) You can't get anywhere without a good education.

3. Which school club interests you most?
   a) Eco-Friends.
   b) Friendship Club.
   c) Students in the Community (у грамадстве).
   d) Future Leaders.

4. If you could change one thing in the world, what would it be?
   a) Stop global warming.
   b) Feed the hungry.
   c) Find a cure for every single disease.
   d) End the wars – can't we all just get along.

5. How would your best friends describe you?
   a) Fun to be with.
   b) Helpful and caring.
   c) Smart and brainy.
   d) Romantic and dreamy.

6. Who is your **hero**?

a) Albert Einstein – he was a genius.
b) The Animal Rights Group.
c) Jacques Yve Cousteau – he loved the Earth.
d) Mother Teresa – a true saint (святая).

How to score: 1a – 3; 1b – 1; 1c – 2; 1d – 4;
2a – 3; 2b – 1; 2c – 4; 2d – 2;
3a – 1; 3b – 3; 3c – 4; 3d – 2;
4a – 1; 4b – 3; 4c – 2; 4d – 4;
5a – 4; 5b – 3; 5c – 1; 5d – 2;
6a – 2; 6b – 4; 6c – 1; 6d – 3.

6–11: Your perfect volunteer work is with the environment! You're passionate about protecting the environment. You stand up for recycling and riding bikes to school, you're against aerosols, littering and the use of styrofoam in the school cafeteria. It would be great for you to volunteer at a recycling depot, at a greenhouse or even for Greenpeace.

12–17: Your perfect volunteer work is with science! You're a brainiac who loves learning about all things scientific! Your room is filled with telescopes to study space and microscopes to study bugs and bacteria that you find hiding in the corners of your room. So start volunteering at a museum, space centre or planetarium to use your brain cells.

18–23: Your perfect volunteer work is with the homeless! You're so kind and caring that your friends sometimes mistake you for their mom! You don't have a selfish bone in your body and would do anything to help out sick and homeless people. That's why you're perfectly suited to work at a homeless shelter or a soup kitchen where you can get to know homeless people, feed them and maybe even help them get jobs.

24: Your perfect volunteer work is with animals!
You love animals – you're absolutely crazy about them! You own more pets than anyone you know, and that's probably because you rescue every sick bird and squirrel that you come across. You're perfectly suited to volunteer at the zoo or aquarium where you'll be taking care of animals – and that includes scooping up their poop too!

Sometimes, there's something more important to a job than money. Volunteering can also help you to gain new skills, improve your resume, and – most importantly – decide what you really want to do when you graduate from university.

b) Which of the words in bold means:

a) a short sentence or phrase that expresses a principle of good or correct behaviour;

b) a person who is admired for having done something very brave or having achieved something great, or the main character in a book, film or play, especially one who is admired for their good qualities; someone you admire greatly.

c) Do you agree with the questionnaire's results? Compare your ideas with your partner's.

4. Fill in the active vocabulary of the lesson.

1. What sort of person should you be to work as a … ?
2. Can you find … work in your country?
3. Does anyone you know work as a volunteer in a homeless … or an animal …?
4. Would you like to do … work abroad?
5. What … do you live by?
6. Who is your … ?

5. Ask and answer the questions in ex. 4.

LESSON 7: FILLING IN A FORM

Communicative area: filling in a personal data form; asking for and giving information

1. Ask and answer.

1. Have you ever filled in a personal data form in your language? What was the occasion?
2. Have you ever filled in a personal data form in English? When and where was it?

First girl: What nationality are you?
Second girl: Well, my mother was born in Iceland and my father was born in Cuba, so I suppose it makes me an ice cube.

2. a) Look through the information in the application form for volunteer work on page 26. Which of the voluntary jobs from lesson 6 do you think Emily could do?



b) Listen to the conversation between Emily and a volunteer organisation worker. What job is Emily going to do?

c) Listen again. Find two mistakes in the form on page 26.

3. a) Match the questions with the rubrics in the application form.

1. How old are you? 2. What are you good at and what are you not very good at? 3. What's your first name? 4. What's your email address? 5. What's your last name? 6. What's your address? 7. What's your telephone number? 8. Are you a student? 9. How good is your English? 10. Do you speak any other language? 11. Do you have any special skills? 12. What's your nationality? 13. Why do you want to do this job?

b) **Fill in the Volunteer application form for yourself.**

4. **Work in groups of three. Student 1 is a volunteer organisation worker. Student 2 and Student 3 want to work as volunteers. Role-play telephone conversations with them. As a volunteer organisation worker, decide who will get the job. Be ready to explain why. Report to the group.**

Please complete in **black** ink

VOLUNTEER APPLICATION FORM

Last name (family): Trout

First name: Emily

Age: 16 **Sex:** male / female (circled) **Marital status:** married / single (circled)

Nationality: USA

Address: 27 La Jolla St, San Diego, California

Telephone number: 16197718549

Email address: truetrout @ gmail.com

Occupation: student

Hobbies and special interests: music, diving, biology

Language proficiency: English average / good (circled)

Any other foreign language: Spanish average (circled) / good

Special skills, if any: can play the guitar and the piano; have a certificate in surfing

Strengths: good at communicating with people, outgoing

Weaknesses: can be too outspoken and stubborn

Give two reasons why you should be given this job: I love animals and I've always been taking care of some pet, my current pet is an iguana

LESSON 8: AUTOBIOGRAPHY

Communicative area: writing an autobiography
Active vocabulary: autobiography

1. a) **Read an autobiographical poem. What is 'Mills'? Do you have anything in common with Lucy?**

Lucy



Skinny, funny, friendly, outgoing
Sister of Jill
Who was born in April
Who likes funky clothes and surfing the Internet
Who feels happy chatting with mates
Who needs to be on her own from time to time
Who hates field trips and microwaveable food
Who dreams of becoming a volunteer
Resident of the small blue-green planet third
from the sun
Mills

b) **Is this type of autobiography suitable for formal situations?**

2. a) **Read a more formal autobiography. Which of the teenagers wrote it? Why do you think so?**



1



2



3

I was born in 1995. Before attending Malet Lambert Secondary School in 2006, I went to Cavendish Primary School. I left there with good marks. I was also in the school choir and

sang in the city hall. In lower secondary school at Malet Lambert, I studied the following subjects: Maths, English, Science, Geography, History, Art, Music, PE, Design Technology, French, German and IT. I found all these subjects enjoyable and received good marks. I particularly enjoyed History which I chose to study for my exams. Other subjects I chose to study are Maths, Science, English, PE, RE, Media Studies and German. I enjoyed Media Studies and English at this stage of my education, and my *achievement* in both will help me in my future career in the media industry or business management. I would like to study at college before going to university.

I get on well with most people and often make friends through my extra-curricular activities like playing squash, for example. I feel I am outgoing, helpful and quite popular in school and out of school.

Many people *consider* me to be a very creative person; I am also good at working with people or on my own. I enjoy being creative. Nevertheless, I am also logical and hard-working and want to *achieve my goals*.

b) Look through the autobiography. Guess the meaning of the words in italics.

3. Read the tips for writing an autobiography. Which of these tips did the teenager in ex. 2 use? How would you improve the autobiography?

Introduction Write basic facts about yourself: name, where you live, when and where you were born, your parents' and siblings' names, etc.

Timeline Outline the events of your life. Begin with the year you were born and write about each year after that.

Paint a picture of yourself Write what you think about yourself. Describe your habits, your favourite things, lifestyle, the skills you learned, your strengths and weaknesses, people's opinions about you, etc.

Goals Write about where you see yourself in the future and what you do to achieve.

Conclusion You don't have to finish up with a 'moral of the story'. You can write about your hopes, for example.

4. a) **Think what you could write about yourself in your autobiography. Make notes.**

b) **Exchange your ideas with one of your classmates. Help each other to improve your notes.**

c) **Write your autobiography.**

5. a) **Use the tips below to write an autobiographical poem.**

Line 1: Your first name
Line 2: Four adjectives to describe you
Line 3: Sibling of...
Line 4: Who was born in ...
Line 5: Who likes ...
Line 6: Who feels ...
Line 7: Who needs ...
Line 8: Who hates ...
Line 9: Who dreams of ...
Line 10: Resident of ...
Line 11: Your last name

b) **Present your autobiography and autobiographical poem to the group. You can illustrate the poem with some photos or pictures if you like. Whose poem is most original? Whose autobiography best follows the rules?**

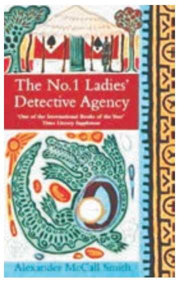


Autobiography by Huai Su, China, 737–799

LESSON 9. LET ME TELL YOU ABOUT MYSELF

Communicative area: inferring the meaning from context

1. **You are going to read an extract from *The No. 1 Ladies' Detective Agency* by best-selling Scottish author Alexander McCall Smith. Read the information about the book. Do you think you would like to read this book? Why?**



The book tells us the story of Precious Ramotswe – Mma Ramotswe as she is addressed in her country. She is a lady from an African country, who becomes a private detective and helps people solve mysterious problems. The story takes place in Botswana, where the people – the Batswana (one person is a Motswana) – speak the local language, Setswana, and English. The

capital of the country is Gaborone. Botswana is rich in diamonds. In 1966 it became independent from Britain. The best-selling series of books about the African lady-detective was filmed by the Anthony Minghella, the famous director of the *English Patient*.

2. a) Read the extract from the book. Is Happy Bapetsi a man or a woman?

"Let me tell you a little about myself first," said Happy Bapetsi. "I come from Maun, you see, right up on the Okavango. My mother had a small shop and I lived with her in the house at the back. We had lots of chickens and we were very happy.

"My mother told me that my daddy had left a long time ago, when I was still a little baby. He had gone off to work in Bulawayo and he had never come back. Somebody had written to us – another Motswana living there – to say that he thought my daddy was dead, but he wasn't sure. He said that he had gone to see somebody at Mpilo Hospital one day and as he was walking along the corridor he saw them wheeling somebody out on a stretcher and that the dead person looked remarkably like my daddy. But he couldn't be certain.

"So we decided that he was probably dead, but my mother did not mind a great deal because she had never really liked him very much. And, of course, I couldn't even remember him, so it did not make much difference to me.

"I went to school in Maun at a place run by some Catholic missionaries. One of them discovered that I could do arithmetic rather well and he spent a long time helping me. He said that he had never met a girl who could count so well.

"I suppose it was very odd. I could see a group of figures and I would just remember it. Then I would find that I had added the figures in my head, even without thinking about it. It just came very easily. I didn't have to work at it at all.

"I did very well in my exams and at the end of the day I went off to Gaborone and learned how to be a book-keeper. Again it was very simple for me; I could look at a whole sheet of figures and understand it immediately. Then, the next day, I could remember every figure exactly and write them all down if I needed to.

"I got a job in the bank and I was given promotion after promotion. Now I am the No. 1 sub-accountant and I don't think I can go any further because the men are worried that I'll make them look stupid. But I don't mind. I get a very good pay and I can finish all my work by three in the afternoon, sometimes earlier. I go shopping after that. I have a nice house with four rooms and I am very happy. To have all that by the time you are thirty-eight is good enough, I think.

Mma Ramotswe smiled. "That is very interesting. You're right. You've done well."

"I'm very lucky," said Happy Bapetsi. "But then this thing happened. My Daddy arrived at the house."

b) **Why did Happy Bapetsi come to a detective agency?**

c) **What do you think happened next?**

3. **a)** **Match the questions to the paragraphs of the extract.**

a) Where do you come from?
b) Were you unhappy that your father had died?
c) How did Mma Ramotswe comment on the story?
d) Do you have a father?
e) What job did you get?
f) What school did you go to?
g) What happened?
h) What set you apart from other schoolchildren?
i) What is your life like now?

b) **Ask and answer the questions.**

1. Where do you come from?
2. Do you have a talent? What are you really good at?
3. Did you do well in your exams last year?
4. What job would you like to get in the future?
5. What life would you like to lead when you are an adult?

4. **a)** **Write an autobiographical poem about Happy Bapetsi. Use the structure from ex. 5 in lesson 8. Use the extract from the book and your imagination, if necessary.**

b) Compare your poems with those of your classmates'. Whose poem is No. 1?

Project: AUTOBIOGRAPHY

1. Write your autobiography and an autobiographical poem. Think of an attractive layout – photos, pictures, colours, arrows, etc.
2. Hang the autobiographies and the poems around the classroom.
3. Go round the classroom and read your classmates' work. Give each paper four marks: one – for the content, one – for the language, one – for the layout, one – for creativity.
4. Leave all your marks with the teacher. Let them calculate who has got the highest score.
5. Give a round of applause to the winner(s)!

UNIT 2
HOUSES AND HOMES

LESSON 1. HOMES IN BRITAIN

Communicative area: discussing advantages and disadvantages; asking for and giving information
Active vocabulary: an advantage, a disadvantage, responsible, renovations, to repair, repairs, space, to share, an owner, privacy, to rent, upkeep, detached, semi-detached, terraced

1. **Which of these houses would you like to live in? Why?**


1


2


3


4


5


6


7


8

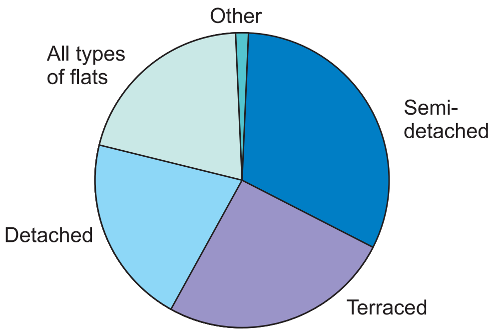
2. a) **Match the types of the houses with their descriptions.**

a) cottage; b) semi-detached house; c) terraced house; d) bungalow; e) detached house; f) mansion; g) maisonette; h) a flat in a block of flats

1. a set of rooms for living in, usually on one floor of a building; 2. several houses joined together; 3. a house which has only one floor (storey); 4. a house which stands alone and is not joined to any other; 5. two houses joined together; 6. a small house in the country usually with a garden; 7. a very large, expensive house; 8. a small apartment on two levels which is part of a larger building but has its own entrance.

b) **Name the types of houses in the photos (ex. 1).**

3. a) **Study the diagram. Which type of housing is the most popular in the UK? Which is the least popular?**



b) **Listen to the radio programme on houses in Britain. Which types of houses from ex. 2 are described?**

4. a) **Study the dictionary entries for some words from the programme. Find their equivalents in your language.**

space (*n*) – an empty place (for something). *E.g. That big table takes up too much space in my small kitchen.*

repair (*v*, *n*) – to put (something damaged, broken or not working correctly) back into good condition or make it work again. *E.g. The garage said the car was so old it wasn't worth repairing. Repairs to the roof will be expensive.*

owner (*n*) – If you are the owner of this house, it belongs to you. *E.g. We're now the proud owners of a new television.*

share (*v*) – use something together. *E.g. Our house isn't big enough for the children each to have their own room, so they have to share.*

privacy (*n*) – being alone, a right to keep your personal relationship or matters secret. *E.g. I needed some privacy to read the letter carefully and understand it.*

responsible (*adj*) – having control over something or someone and the duty of taking care of it or them. *E.g. Paul is responsible for washing the dishes.*

renovation (*n*) – process of repairing and making better. *E.g. The museum is closed for renovation. If we buy this house, we will need to make extensive renovations.*

rent (*v*) – to allow (your house or land) to be lived in or used by someone else in exchange for a payment made regularly. *E.g. They are renting their house (out) for the summer.*

upkeep (*n*) – the cost or process of keeping something, such as a building, in good and usable condition. *E.g. The upkeep of larger old homes tends to be more than many people can afford.*

b) Listen to the programme again. Note down the advantages and disadvantages of each type of houses.

c) Compare your notes with your partner's. Think of other advantages and disadvantages.

5. a) Complete the sentences with the words from ex. 4a.

1. Is there a lot of … in your house / flat?
2. How much does it cost to … a flat in your city or town?
3. Do you think your house or flat needs any … or …?
4. Which type of housing gives more … : detached, semi-detached, terraced or a flat?
5. Would you like to be the … of a mansion?
6. Do you have to … your house with some neighbours?
7. Who is … for the … of your house or flat: your family or the state?

b) **Use the questions in ex. 5a to interview your classmate. Report your findings to the group.**

6. Ask and answer.

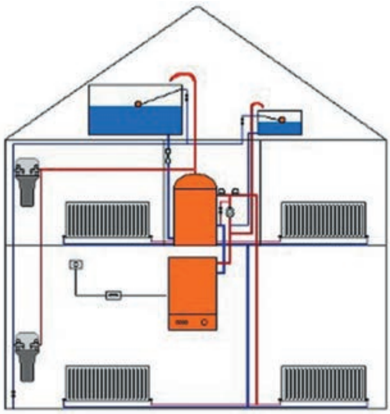
1. What types of houses are there in Belarus?
2. What type of home do you live in?
3. Can your family afford the upkeep of your house or flat?
4. Is there enough space in the house / flat?
5. How often do you do repairs and renovations?
6. Who do you share your room with?
7. How can you get some privacy in your flat or house?

LESSON 2. UPSTAIRS AND DOWNSTAIRS

Communicative area: describing a house
Active vocabulary: downstairs, upstairs, tiles, bricks, a fireplace, central heating, underneath, a microwave, a lounge, a settee, a radiator, a sink, a tap, a shower, a laundry basket, a carpet

1. Look at the picture of a house. Guess the meaning of the words on the labels.





central heating

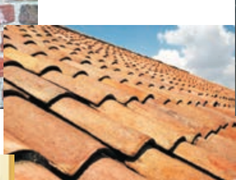
– What's the most shocking city in the world?
– Electricity.

2. **a) Listen to Sam describing his house. What does he describe first – downstairs or upstairs? What order does he describe the rooms in?**

b) Listen again. Follow Sam's description and look at the pictures. Which of the pictures is the odd one out?



bricks



tiles



radiator



central heating



fireplace



cooling system –
conditioner



microwave



carpet



comfy chair



piano



settee



lounge



sink



shower



tap



laundry basket

3. Correct the sentences below.

1. Sam lives in a terraced house. 2. It is made of wood. 3. There are three rooms downstairs and four rooms upstairs. 4. If you come to Sam's house through the back door, you'll find yourself in the lounge. 5. They make their food in the electric cooker as they have no microwave. 6. There is no central heating or fireplace in the house, so it's very cold in winter. 7. There is only a radiator in the bathroom. 8. You can only find a carpet in Sam's room. 9. They wash the dishes in the dishwasher as they have no sink. 10. There is only one tap in the bathroom – and that is for cold water. 11. In the bathroom there is only a bath and no shower. 12. They keep their pet in the laundry basket. 13. Sam's bed is underneath the computer desk.

4. **Prepare to describe Sam's house. Plan one intentional mistake. (*E.g. There is a piano in the lounge.*) Describe Sam's house to your partner, making your mistake. Let your partner notice the mistake you have made.**

5. **Draw a plan of your house / flat similar to that in ex. 1. Make notes. Get ready to describe your house / flat to your partner.**

6. **Write a description of your house or flat for your own website.**

LESSON 3. MODERN OR PERIOD?

Communicative area: asking for and giving information
Active vocabulary: attic, basement, ceiling, modern, period, cooling, water supply, electricity, conveniences, spacious, to lack

1. **Most of the houses in the photos are period houses. Only one of them is modern. Which one?**



1



2



3



4



5

2. Read the forum on modern and period houses. What do most of the forum participants prefer: modern or period houses?

Beautyqueen: I've never really liked living in **period** homes. Too many things just want break down. Right now we're living in a slightly older house. It's not very **modern,** except for the two bathrooms. It just feels old. Sometimes I wish I lived in a newer home. It would be easier to clean things and make everything look good. What do you think? Is it better to live in an older home or newer home? Do you find that newer homes **lack** charm and warmth?

Stella: I would prefer to live in a new house rather than an old house. No doubt, old houses look good but ask someone who actually lives there: low **ceilings,** bad **electricity** wiring and **water supply,** no modern **conveniences.** I can live in an old house but only for vacations. You can normally only find charm and warmth in old houses, in other words homes. Newer houses are just for comfort.

Robert: I live in a period house. It was built in 1914. It doesn't have much insulation except for what we have put in. The wiring is old except for what we have updated. But newer homes *are not built to last*. Most modern homes are built with pine and are just cheaper. My house is built with oak and walnut and *has stood the test of time*. Sometimes I wish I had a new house but at the same time I know how well this house was made. It needs lots of work, though. Currently my daughter Gwen's room and the bathroom are being completely renovated. Both **attics** and the **basement** are being repaired. As for charm, to me it is the style, not how old the house is.

Angel: I prefer living in new houses. In my opinion, new houses have more modern conveniences. They're more convenient to live in because everything is handy. But I don't mind living in an old house as long as I feel comfortable. It all depends.

Coolguy: I'd prefer to live in an old house, which is charming, homey and full of memories… And I can't afford to build a new house…

Germione: I have never lived in a *brand new* or modern house. The house we are living in now is old, well over 100 years old in fact, and it is our first home. *I have come to love this old*

house, but it is cold in winter that is *my only bugbear* with it. In fact, it is cold all year around! I think it is because it is so **spacious**, plus the ceilings are really high up too.

The Irish Rose: Both modern and period houses have their advantages and disadvantages. I currently live in a 40-year-old house. Houses built back then did not have a lot of insulation. So when it's hot, it's even hotter. When it's cold, you're freezing. But, the history of the house is so rich and it might even surprise you what it was originally used for. Now when you talk about a newer house, **cooling** and **heating** would be much easier too since they now come with a lot of insulation. With new houses, you get the sense of safety. Personally, I would rather live in a new one.

Cinderella: I clean houses for a living and most of my clients have newer houses as they have the money to afford them and me to clean their house. I don't like newer houses; they just don't have any character. I prefer older homes that have character. I like older houses because they were built stronger back then. Nowadays the houses are put up so fast and with the cheapest wood, they will need more repairs *in the long run*.

3. a) Find the words in bold in the text that mean:

a) the space or room at the top of a building, under the roof, often used for storing things
b) a part of a building consisting of rooms that are partly or completely below the level of the ground
c) the water that is provided for a particular area
d) the system of wires (правадоў) that carry electricity
e) something in the house, which makes life easier for its user because it operates quickly and needs little effort
f) the surface of a room which you can see when you look above you
g) of a certain time in history
h) the system of making the house warm in cold weather
i) the system of making the house cool in hot weather
j) having a lot of space
k) not to have enough of (something that is needed or wanted)

b) Match the questions with the answers.

1. Do you live in a period or modern house?
2. Is there an attic in your house?
3. Is there a basement?
4. Is your house spacious enough?
5. Do you have all modern conveniences in your house?
6. Do you think your home lacks charm and warmth?

a) We have water supply, electricity and cooling and heating systems.
b) Modern, but not brand new. It was built in 1995.
c) No, I think it's very homey and has character.
d) Yes, we keep old suitcases there and there's a table for ping-pong.
e) Yes, the rooms are huge and the ceilings are quite high.
f) Yes, we keep instruments and other stuff there.

c) Guess the meaning of the words and phrases in italics in ex. 2.

d) Work in pairs. Ask and answer the questions in ex. 3b.

4. a) Look through the forum opinions again. Make notes on why people:

a) like living in period houses
b) dislike living in period houses
c) like living in modern houses
d) dislike living in modern houses

b) Write your opinion for the forum.

LESSON 4. A DEBATE ON HOUSES

Communicative area: expressing an opinion, reasoning

1. Compete in two teams. Name as many adjectives and nouns that can be used to describe a house or flat as possible. Which team got the most?

2. a) **Use ex. 2 in lesson 3 to complete the chart with missing words.**

Noun	Adjective
space	...
...	convenient
...	comfortable
charm	...
...	warm
...	electric, electrical
...	safe
...	private

b) **Put the stress in the words from the chart.**

c) **Listen and check.**

3. a) **Use the words from the chart to complete the description of a period house below.**

I live in a period house. This is a house which has a lot of old-world **c**… . Being one of the first houses built in this city, it is really close to the city centre, which is very **c**… for me. I also feel quite **s**… even going out alone at night. The street my house is on is also **c**… : there are **s**… gardens around every house in the street, full of flowers, bushes and trees.

I'm an **e**… engineer so as you can imagine this old house has every **c**… imaginable. It is heated by **e**… , but there is a huge fireplace in the lounge. So the house doesn't lack **w**… in the least. The fireplace takes up too much **s**… in the small room, but it makes the lounge so homey. An **e**… fire has nothing to a real fireplace which creates a nice cosy atmosphere. Moreover, it gives a **w**… welcome to every guest.

I'm a very **p**… sort of person. You wouldn't get me to a noisy party – I prefer the **s**… of my **c**… armchair. I like my **c**…**s**: warmth, television, a cup of tea by the fireplace. Don't get me

wrong, I don't hate people, I'm quite friendly and sociable, but from time to time I do need some **p**... to read my paper, to surf the Internet or to play with my dog.

b) How old do you think the man is? Why do you think so? What people do you think prefer living in modern flats?

4. a) Look through the highlighted words and phrases in ex. 2, lesson 3. Make sure you understand their meaning. Prepare to use them in the debate.

b) In pairs, recall your arguments for and against modern or period houses.

5. Hold a debate on the best place to live. The motion for your debate is: *It's better to live in a period home than in a modern flat*.

1. Work in two groups. One should be proposing the motion; the other should be opposing it. a) Brainstorm the main points of your speech. Think of facts to support your ideas. b) Choose a speaker for your group. The speaker should say what they are going to say; make three points about the motion; support each point with facts; say what they have said.

2. Vote in favour or against the motion.

The teacher chairs the debate. For the introduction the teacher states the motion and introduces the teams. Speaker 1 proposes the motion. Speaker 2 opposes the motion. The chair (teacher) invites the speakers to summarise their argument with one sentence each. Then students take a vote in favour or against the motion. The chair announces the results.

LESSON 5. MOVING HOUSE

Communicative area: asking for and giving information, describing a house
Active vocabulary: to move house, an estate agent, to restore, to look onto, suitable
Receptive grammar: the Present Continuous Passive Tense

1. **Look at the cartoon. Explain the humour.**



2. **a) Listen to an interview with an estate agent. Put the photos of the cottage he is talking about in the order in which they are described in the interview.**







b) Listen again. Look at the leaflet provided by the estate agent. Be ready to say which information he didn't mention in the interview.

Bedrooms: 4	**Bathrooms: 1.5**	**Building:** Listed Building
Cooking: electric	**Available:** in a month	**Sq. metres: 181**
Parking: borrowed from the churchyard	**Looks onto:** the 12th century church	**Restored:** in 1976
Back garden	**Suitable for pets**	**Near shops**
Balcony	**Fireplace**	**Quiet location**

Description:

3. Match the words from the interview with their definitions.

1. to move house	a) a person who works for an estate agency selling or renting houses, land and buildings for their owners
2. an estate agent	b) to go with all your possessions to live in a different place
3. to restore	c) right for a particular person, situation or occasion
4. to look onto	d) able to be used
5. suitable	e) to return (something or someone) to an earlier condition or position
6. available	f) to provide a view, to overlook

4. a) Mark the statements True, False or No Information Available. Prove your point of view.

1. People usually move house because they can't afford the upkeep.
2. Jon Campbell-Walker is moving house.
3. Church Cottage was built in 1976.
4. It was restored by its owner.
5. Church Cottage is a listed building.
6. There are no modern conveniences in the house.
7. The location is picturesque.
8. The fireplace is a disadvantage.
9. The house is suitable for pets and tall people.
10. The house is available for sale now.

b) Listen and check.

5. a) Look at the underlined grammar forms in the sentences below. Answer the questions on pages 275–276.

Currently my daughter Gwen's room and the bathroom are being completely renovated. Both attics and the basement are being repaired.

It will be available in a month. Now the owner is preparing it for sale. It is being repaired and repainted.

b) Complete the formula for the Present Continuous Passive Tense: is / are + … + V3.

c) **Read the article on rising housing prices in Sochi and reasons for that. Find Present Continuous Passive forms.**

The Russian city of Sochi is becoming very popular with estate agents. The prices for the apartment buildings have already reached $2000 per square metre. Do you wonder why?

Sochi will be hosting the 2014 Winter Olympics, officially known as the XXII Olympic Winter Games. The Motto of the Olympics is *Gateway to the Future*. The Sochi Olympic Park is being built and Bolshoi and Maly Ice Palaces are being constructed. The Sochi Olympic Skating Centre, The Sochi Olympic Stadium and other venues are being erected. Old hotels are being repaired and renovated and some of them will be rebuilt to be available for the guests in 2014.

The Olympic infrastructure is being created according to a special programme. Two electric stations are being completed. The transportation structure is being prepared to support the Olympics including roads, tunnels, bridges, railroads and stations in and around Sochi. The railroad to Adler is being reconstructed. A new terminal has been built at Sochi Airport to make it suitable for the occasion.

A lot of money is being spent and will be spent on the construction and renovation. No wonder the houses and flats in Sochi have become so expensive – the area will be very comfortable to live in and convenient to get to.

d) **Would you like to buy a house in or around Sochi? Why?**

6. **Imagine you are selling a house. Complete a chart similar to the one in ex. 2b. Hang your leaflet up in the classroom along with your classmates' leaflets. Go round and choose a house to buy. Explain why you want to buy it.**

LESSON 6. MY ROOM

Communicative area: describing a room
Active vocabulary: treasured, cluttered, an item, a haven
Active grammar: plural nouns

1. **a)** **How many rooms are there in your house / flat? What are they? Do you have a room of your own?**

b) **Look through the photos. Which of these things do you think you can find in a girl's room and which in a boy's room?**



black light



lava lamp



hope chest



curio cabinet



Green Day poster



dresser

2. a) **Look through two descriptions of rooms. Which of them was written by a boy, and which by a girl? Why do you think so?**

My Room, My Haven

Over the years I have bought and collected all sorts of silly **items** to decorate my room. There are posters *as tall as you stand,* several black lights, and a bumping stereo that all give my room its unique style. Although my room is very small, it easily holds all the *stuff* I need to relax and feel right at home. The black lights add a lot of character to the room. A light blue lava lamp is the only light that remains on while I sleep.

A small variety of posters that represent my interests fill every wall. These pictures were collected over time from magazines, and some were given to me by my friends. You can easily tell what type of music I listen to by looking at the posters on

my walls. Artists like Kurt Cobain from Nirvana, the whole crew of Metallica, and an almost *life size picture* of Billy Joe from Green Day give the room *a nice touch of style*. You can see a few pictures of cars on the walls. Although my favourite car is not shown, several cars that I find appealing are displayed.

I must mention my computer. I do lots of things on it: surf the Internet, chat with my mates and listen to music. With its four separate speakers it provides perfect surround sound. The system sounds great at volume. Yet I rarely use it to anywhere near its potential. There are several cacti on my computer desk. My friends keep giving them to me because they say I'm like a cactus myself, not very friendly outside, but full of nice surprises.

My room is my **haven.** I have everything I could need in it. Many have complimented me on my lighting effects and on my choice of posters. I look forward to the day when I move into my own house. There, my room will be more than *twice as large* as it is now. Who knows what I'll do then...

My Bedroom

I live by the motto 'My bedroom is my castle'. My bedroom is a place where I can relax and be comfortable and I think, that is why it is important to me. I have a double bed with four pillows and my favourite comforter. It is a Little Mermaid comforter, I know it is childish but it is soft and warm. And of course my Tickle Me Elmo sits on my bed and keeps me company. A lot of times I just lie down and close my eyes and daydream about places I'd like to see or think about things that make me happy. Another reason why my room is so dear to my heart is that I can go there when I want to be on my own. I can just shut my door and tell everyone in my household not to bother me. Whenever I'm stressed out with school, I like to go into my room and just be myself. When I'm there, I know everything is going to be all right. It may be hard to have some privacy if you share a room. Also my room holds most of my personal *belongings*, which have sentimental value and I do not want anyone else to touch them. My bedroom is *kind of* **cluttered,** but that is the way I like it and I don't care what anyone says. As you first come into my room, to the right is my dress-

er. It is full of things like perfume, jewellery, hair ties and other things that come out of my pockets at the end of the day. Diagonally across from my dresser is my curio cabinet. In it there is my collection of porcelain dolls, which are my most **treasured** items. Next to my bed, which is in the middle of the room is my computer and my entertainment centre. I'm sort of *a hoarder*. I think everything is worth keeping so I do keep everything from old clothes to my childhood stuffed animals which are all neatly sitting on my hope chest in my room. My hope chest is filled with things I will need in the future like towels, old picture frames and other little things. These things mean a lot to me because a lot of these objects belonged to my late grandmother and I am honoured to own them.

My bedroom is always there for me.

b) Read the descriptions carefully. Answer the following questions together with your partner.

1. What do the boy's and the girl's rooms have in common?
2. What makes them different?

3. a) Match the words with their definitions.

1. item	a) a safe or peaceful place
2. cluttered	b) a thing, something which is part of a list or group of things
3. treasured	c) very important and valuable for you
4. haven	d) untidy, filled with useless things

b) Guess the meaning of the words and phrases in italics in ex. 2a.

things = items = stuff = belongings

4. a) Write the plural forms of the following nouns from units 1 and 2.

Shelf, photo, hero, cactus, poster, child, music, formula, series, mathematics, jeans, glasses, clothes, hair, person, convenience, motto, water, item, box, body.

b) Read the rules about singular and plural of nouns on pages 276–279 and check yourselves.

5. a) **Which of these questions are answered in the descriptions?**

1. Do you share or have your own room? 2. Is your room spacious? 3. Is your room tidy or cluttered? 4. What is there on the walls of your room? 5. What furniture do you have in your room? 6. What do you sleep on? 7. Do you have a computer or a TV in your bedroom? 8. What makes your room special? 9. What are your most treasured items? 10. Is your bedroom your haven or just a place where you sleep?

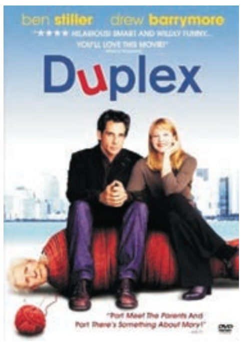
b) **Answer the questions above to describe your room.**

6. **Describe your dream room.**

LESSON 7. MY DREAM FLAT

Communicative area: writing a description of a dream flat

1. a) **Read the film review. Have you seen this film? If not, would you like to watch it?**



Duplex: Alex (Ben Stiller) and Nancy (Drew Barrymore) are a young, professional, New York couple who are happy and successful, but lack one thing that they truly want. They are looking for their dream home. They believe they have found it. The duplex is a dream come true, complete with several fireplaces. There is only one problem – their upstairs neighbour, Mrs. Connelly, an elderly woman who makes their lives a living hell (пекла). She rents the other half of the house and refuses to move out. Just how far would you go to have the home of your dreams all to yourself? The couple start asking themselves that very question in this dark comedy directed by Danny DeVito. Soon their dream home becomes their home of nightmares (кашмары).

b) **What kind of house do Alex and Nancy live in?**

c) **What do you think the rooms in the house look like?**

2. **Describe one of the rooms in the photos to your partner. Let them guess which room you have described.**

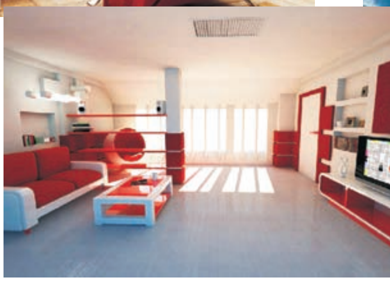
1



2



3



4



3. **a)** **Listen to Sarah describing the rooms of her dream flat. Which of the photos match(es) the description best?**

b) **Listen again. Take notes to complete Sarah's description.**

On many occasions, people have asked me what my dream house would look like. First of all, it is in … Thanks to that, it has the most beautiful view of … The thing I like about it the most, is that it is … It has … The walls are covered with … … is put facing the window. The … is really spacious. It has …, as well as … , made of glass. The … has such a modern design … , which gives it a special look. There is a huge … , and … you can find … In the centre of the room, there is a … … is put in the room to make it look and feel … The … is made in a … combination. The walls and the floor are … , as well as some decorations, which gives the room that special touch. There are also doors that lead to the … with … And finally, there is a … and it

looks ... That is pretty much it about my dream flat. I just hope I will get to have it one day.

c) Would you like to live in a flat like that? Why? Why not?

4. **a) Complete the sentences in ex. 3b to write a description of your dream flat. Don't sign your paper. Hand it in to the teacher.**

   b) Get someone's dream flat description from your teacher. Read it and guess who wrote it. Check your guess.

LESSON 8. MY DREAM HOUSE

Communicative area: writing a description of a dream house

1. **Where do most people live in your country: in houses or flats? Do you know anyone who lives in a house? What does this house look like? Would you like to live in a house?**

2. **a) Read the description of a dream house made by a teenage girl. What is the main characteristic of this house?**

It is large and has big windows and the front of the house gets the morning sun. It is made of red brick and has tiling on the roof. It has two spacious bedrooms which have two large windows each, a roomy kitchen with three side windows and a back door. There is a lounge with one giant window, and a huge bathroom with a long narrow window so that there is privacy, yet there is still natural light. The house is supposed to be stylish and roomy while not being too big and showy; there are fewer rooms and more space. There are many large windows so that during the day the rooms are never dark. There is a fireplace in the lounge so that the people living in the house can warm themselves by the fire in the winter. The front of the house has two bedrooms that seem to welcome people walking up to the front door. The whole house except the windows is covered in green vines, growing wildly all over the red brick front. There are beautiful trees in the front garden. On a hot summer's day the trees shade the pathway leading up to the front door. In the

back garden there are birch trees and fragrant flowers growing near the main kitchen window, and there are jasmine and rose bushes growing by the fence.

b) Find all the words that tell us about the size of the house. What do they describe?

3. a) Which of the questions below does the description in ex. 2a answer?

1. Are you the happy owner of your house or do you rent it?
2. Did you build the house yourself or did you buy it from an estate agent?
3. Is your house a detached, semi-detached or terraced house, a cottage, a bungalow or a mansion?
4. Is it a modern house or a restored period house?
5. Is there a basement underneath the house? What do you keep there?
6. How many rooms are there? What rooms are upstairs, what rooms are downstairs? Do you have any rooms in the attic?
7. Is your house made of wood or bricks? Are there tiles on the roof?
8. Are there radiators in each room? Is there a fireplace?
9. Is there electricity and running water? Do you have central heating or air conditioning in the house? What other modern conveniences are there?
10. Are the ceilings high or low? Is your house spacious?
11. Is there enough room in the house for all the treasure items that you have? Where do you keep them?
12. Is your house suitable for pets?
13. Are there carpets on the floor? Is there a comfortable settee in the lounge?
14. Do you have a shower, a laundry basket, a sink and taps for hot and cold water in the bathroom?
15. Are the rooms cluttered or tidy?
16. Do you have to share your room with anyone?
17. Do you have enough privacy?
18. Who is responsible for the upkeep of the house, the repairs and renovations?

19. What does your house look like on the outside? Is there a garden around the house?
20. Does your house lack anything?
21. Is your house a shelter and haven?
22. Are you planning to move house in the near future?

b) Interview your partner about their dream house, using the questions in ex. 3a. If you think some questions are too personal, make them more polite – ask indirect questions.

4. a) Use the questions in ex. 3 as an outline for the description of your dream house.

b) Work in a small group. Hold a competition for the best description.

LESSON 9. *FALLING ANGELS* BY TRACY CHEVALIER

Communicative area: inferring meaning from context

1. Read a short article about Tracy Chevalier's books. Have you read any of them? Have you seen the film mentioned in the article?

Tracy Chevalier is the author of *Girl with a Pearl Earring*, a novel which was made into a film starring Scarlet Johansson and Colin Firth.

The film tells us about a poor girl who works in the house of Johannes Vermeer – a famous Dutch artist of the 17th century. She becomes his talented assistant and the model for one of his most famous masterpieces – the painting which is sometimes referred to as 'The Mona Lisa of the North' or 'The Dutch Mona Lisa'.

As in *Girl with a Pearl Earring*, in *Falling Angels* Tracy Chevalier displays her talent for recreating a particular period and place. *Falling Angels* is a powerful novel, as cleverly atmospheric as *Girl with a Pearl Earring*.

In January 1901, the day after Queen Victoria's death, two families visit neighbouring graves in a fashionable Lon-



A still from the film with Scarlet Johansson, 2003



Girl with a Pearl Earring by Johannes Vermeer, about 1665

don cemetery. They dislike each other but their daughters become friends behind the tombstones. As the girls grow up and the new century finds its feet, as cars replace horses and electricity outshines gas lighting, their relationship develops.

2. a) Read the excerpt. Use the glossary after the text. Answer the question: Is the boy impressed with the house? Why do you think so?

I want to see our Jenny. Maude thinks she's in her room upstairs.

I've never been in the rest of the house. It's big, with lots of stairs that I keep stopping on because there's so much to see. On the walls there are paintings and drawings of all sorts of things, buildings and people but mostly birds and flowers. Some of the birds I know from the cemetery, and some of the flowers too. The rugs on the stairs and in the hallways are mostly green, with some yellow and blue and red bits in a pattern. Each landing has a plant on it.

I go on up until I'm on the top landing. There are two doors up there, both closed. I have to choose, so I open one and go in. It's Maude's room. I stand and look a long time. There are so many toys and books, more than I've ever seen in a room. There's a whole shelf of dolls, all different sizes, and another shelf of games – boxes full of things, puzzles and such. There are lots of shelves of books. There's a hobby-horse with a red

leather saddle that moves back and forth on rollers. There's a wooden dolls' house with fancy furniture in all the rooms, miniature rugs and chairs and tables. There are pictures on the walls of Maude's room, children and dogs and cats, and something that looks like a map of the sky, with all the stars connected up with lines to make pictures like what I saw in the stars that cold night in the grave.

It's toasty warm in the room – there's a fireplace just had a fire burning, and a fender in front of it with clothes hanging on it to air. I want to stay here, but I can't – I have to find our Jenny.

I go out and down the stairs. I get to the next landing, and there are four closed doors there. I've never been in a house like this. Five or six families could live in this house. I look at the doors. They're all oak, with brass handles shining.

I heard about rooms like this but I've never seen one. There are tiles everywhere, white tiles on the floor and up the sides of the walls to just over my head. One row of the tiles at the top has flowers on them, like tulips, red and green. There's a big white bathtub, and a white sink, with the silver pipes and taps. There are big white towels hanging on a rack, and I touch one. Where I've touched it I leave a black mark and I feel bad because it's so clean in here otherwise.

In a little room off this one is a WC, white too, with a seat made of mahogany, like some of the rich people's coffins. I think of the privy and bucket my father and I use, and it's so different from this; they don't even seem like they're meant for the same thing.

I go out and choose another door, to the room at the front of the house. The walls are yellow, and though it's facing north, there are two big windows, with balconies you can walk out on, and the light that comes in turns gold when it hits the walls. There are two sofas pushed together, and shawls decorated with butterflies and flowers spread over them. There's a piano and little tables with books and magazines on them, and a sideboard with photographs on it.

Then I hear our Jenny talking out on the landing. There's no time to get out of the room, and somehow I know she and Mrs. C. will come in here. I crouch down quickly behind one of the sofas...

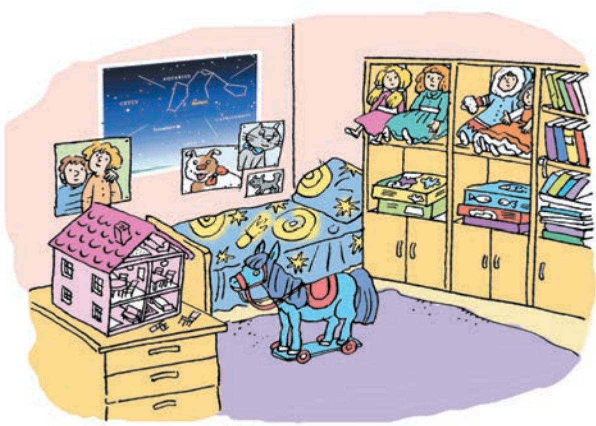
Glossary:
landing – лесвічная пляцоўка; **cemetery** – могілкі; **rug** – дыванок; **pattern** – малюнак, узор; **top** – верхні; якія знаходзіцца на самай вяршыні; **hobby horse** – конь-качалка; **leather** – скура; **saddle** – сядло; **fancy** – мудрагелісты, вычварны; **miniature** – мініяцюрны; **fender** – камінная рашотка; **brass** – латунь, жоўтая медзь; **handle** – ручка, рукаятка; **row** – рад, шэраг; **tulips** – цюльпаны; **pipes** – трубы; **towels** – ручнікі; **rack** – вешалка; **mahogany** – чырвонае дрэва; **coffin** – труна; **privy** – прыбіральня, "зацішны куточак"; **bucket** – вядро; **shawl** – хустка, шаль; **butterflies** – матылькі; **sideboard** – буфет; сервант; **crouch** – прыпадаць да зямлі; сагнуцца, сціснуцца

b) **Discuss the questions with your partner.**

1. What rooms does the character come into?
2. What kind of family do you think the house belongs to?

3. **a)** **Listen to the excerpt. Follow in the book. There are some differences between the original text and the text in your book. What do they tell us about the boy exploring the house? What does the whole excerpt tell us about the boy?**

b) **Study the illustrations to the excerpt. Find one mistake in each of them.**







4. Would you be interested in reading the whole book? Why?

Project: MY DREAM HOUSE / FLAT / ROOM

1. Prepare a description of your dream house, flat or room. Draw pictures, or collect photos to illustrate your project.
2. Practise describing your house / flat / room. Pay attention to your sounds and intonation. Check if you pronounce all the words correctly.
3. Before the presentation, introduce the words your classmates might not be familiar with, if necessary.
4. During the presentation, point at the pictures and photos, etc.
5. After the presentation, answer your classmates' questions.

UNIT 3
EDUCATION

LESSON 1. SCHOOL YEAR AROUND THE WORLD

Communicative area: writing about school year in Belarus
Active vocabulary: term, names of school subjects, vacation, to be divided, average, provide with, require, schedule, grade

1. **Look, listen and compare what you see and what you hear.**

At age 5, at age 16, at age 18

2. a) **Answer the questions.**

1. At what age do schoolchildren start school in Belarus?
2. At what age do they finish school?
3. How long does a school year last in Belarus?
4. How many terms and vacations do Belarusian schoolchildren have?
5. Do you know how long the school year lasts in other countries?

b) **Scan the articles and answer the questions above about school year in Australia, China, Iran, Japan and Russia.**

Australia



The school year in Australia lasts for 200 days from late January to late November. Since Australia is in the southern hemisphere, it is summer there while it's winter in the northern hemisphere. Summer vacation for Australian students is from December

to late January. Their school year is divided into 4 terms, 9 to 11 weeks each. Students have 2 weeks of vacation between each term. The typical school day is from 9 a.m. to 3:30 p.m., and lunch is eaten at school. Students must attend school for at least 9 years. The average class size is 18 students. There are about 6 computers per classroom.

Primary school is from year 1 to year 6; secondary school is from year 7 to year 12. From year 1 to year 6, students spend about 12 hours a week working on Maths and English. Many schools integrate subjects, meaning they combine two or more academic subjects into one. For instance, a class is studying coral reefs. Usually the students study coral reefs only in Science class. An integrated method includes Maths and Language. Students would then use that information to write a report about coral reefs.

China



Because China is in the northern hemisphere, the school year there typically is from the beginning of September to mid-July. Summer vacation is usually spent in summer classes or studying for entrance exams. The average school day runs from 7:30 a.m. to 5 p.m., with a two-hour lunch break. Formal education in China lasts for 9 years. China provides all students with uniforms, but does not require they be worn.

There are about 30 students in each classroom. All Chinese students study from textbooks that emphasize China's unity, past and present accomplishments, and its future. Students in China also have great access to computer technology, with 1 computer for 2 students. Chinese language and Maths are tested at the end of each year. Maths is typically taught by drill, which means students are repeatedly taught the basics of Maths until they learn it well. Education in China since the turn of the 21st century has been undergoing reform, which will bring group activities and other methods in to introduce creativity and innovation in the classroom.

Iran



Iran is another nation in the northern hemisphere with a school year similar to European countries. Students in Iran go to school for 10 months a year, or about 200 active days, from September to June. The average number of students per classroom is 27. From ages 5 to 18, boys and girls are educated separately. Girls typically have female teachers, while boys are taught by men. Religious study in Iran is required. Men and women do study together at the university level. Beginning at age 5, all students must pass a yearly exam in order to move to the next grade level. Students in primary school learn about Hygiene, basic Maths and Science, Reading, and study skills. Many schools are far from big centres or do not have the money for such things as libraries. To help with this problem, mobile libraries move within the country to bring books to more than 4,000 children in 40 different schools. Each bus has two librarians and around 3,000 books. Students are very happy when they hear the library bus coming their way.

Japan



Most Japanese schools run on a trimester schedule. The academic year begins in April and ends the following March, with breaks for summer, winter and spring separating the 3 terms. Uniforms are required and there are extensive rules for hair styles, shoes, socks, skirt length, make-up, accessories, and more.

In each classroom, the average number of students is 29 with 6 computers to share. Students in Japan study academic subjects, such as Japanese, Maths, Reading, Social studies, Music, Art, and they also receive Moral education. Moral edu-

cation involves teaching students about health and safety, living a disciplined life, courtesy, understanding and confidence, public manners, and environmental awareness.

Russia



The school year in Russia runs from the first of September to late May. Students attend classes from 8:30 a.m. to 3 p.m. No uniforms are required. Students remain together in the same class from grades 1 to 10. Each classroom has about 25 students.

Tenth grade is the last year of compulsory education. Eleventh and twelveth grades offer optional paths, either to vocational schools to learn trade skills or to continue to study for university entrance exams. Students in grades 1 to 10 study Russian, Maths, Reading, Natural sciences, Music, Art, and Physical education.

After Mark Hughs

c) Read the articles again and fill in the table.

	School year	**School day**	**Class size**
Australia	January – November	9 a.m. to 3:30 p.m.	18 students
China			
Iran			
Japan			
Russia			

d) Choose one article which surprised you most, read it again and tell your partner why you found this text interesting.

3. a) **Read the following information. Add it to your table. Speak about the school year in Britain.**

The school year in the UK starts in September and runs through to July. There are three terms:

1. Autumn Term: 1st week of September to 3rd week in December;
2. Spring Term: 1st or 2nd week of January to Easter;
3. Summer Term: 2 weeks after Easter to the end of July.

These are the standard holidays:

1. Christmas: 2 weeks;
2. Easter: 2 weeks;
3. Summer: 5–6 weeks. In addition, there is a half-term holiday of 1 week in the middle of each term.

b) **Compare school year in other countries and Belarus.**

4. **Write about the school year in Belarus.**

LESSON 2. WHAT WILL HAPPEN IF...

Communicative area: differentiating between real and unreal situations; talking about unreal present
Grammar revision: Conditional I
Receptive grammar: Conditional II

1. **Answer the questions.**

1. Do you know the American equivalents of the school years?
2. When do you think they start school?
3. At what age do they finish secondary education?
4. When do they have vacations?

2. **Read the Internet chat and check your predictions.**

Cookie: Does anyone know the American equivalents of our English school years?
Leo: In America you go to a kindergarten when you are 5 or 6. You start school when you are 6 or 7.

Cookie: And finish school at 17?

Leo: If you start at six you will finish grade 6 at 11.

Grace: Elementary grades: kindergarten – 5–6 years old; 1^{st} grade – 6–7; 2^{nd} – 7–8; 3^{rd} – 8–9, 4^{th} – 9–10, 5^{th} – 10–11; 6^{th} – 11–12 (6^{th} is sometimes also considered Middle school); 7^{th} – 12–13; 8^{th} – 13–14 years old.

Cookie: If I finish Middle school, will I go to Comprehensive school?

Leo: No, if you finish Middle school, you will go to High school.

Grace: To cut a long story short, High School: 9^{th} – 14–15 years old (freshman), 10^{th} – 15–16 (sophomore), 11^{th} – 16–17 (junior), 12^{th} – 17–18 (senior) (graduate school at 12^{th} grade).

Cookie: So, If we move to the USA, I will go into Grade 9 as I am 15 now.

3. a) Read the chat again and pay special attention to the sentences in bold. Do they refer to the present or to the future? In what case will the action happen?

Conditional I	
If-clause	*Main clause*
Present Simple	**Will + V1**
If you start school at 5,	you will finish elementary school at 11.
If you don't start school at 5,	you will finish elementary school at 12.

b) Complete the following sentences.

1. If I have excellent marks, …
2. If I know English well, …
3. If we finish early today, …
4. The school will have to close if …
5. I'll eat my hat if …
6. If we get too much homework, …
7. If you don't run, …

4. a) **Read the sentences and say which of the two sentences in each pair is more realistic, and which is less realistic. Explain why you think so.**

1. If I see him, I will give him a book.
   If I saw him, I would give him a book.
2. If we find her address, we will send her a birthday card.
   If we found her address, we would send her a birthday card.

b) **Which of the sentences mean:**

I will do it – there is still hope that I will do it – there is no/very little hope that I will do it

c) **One of these sentences is Conditional I, the other is Conditional II. Make tables similar to ex. 3a for Conditional II. Check your understanding and study the rule on pages 279–281.**

5. a) **Compare Conditional I and Conditional II.**

1. If I were you, I would drive more carefully in the rain.
   I am not you – this is unreal.
2. Paula would be sad if Jan left.
   Jan will not leave – that's not going to happen.
3. If dogs had wings, they would be able to fly.
   Dogs don't have wings – that's impossible.

b) **Complete the Conditional sentences (Conditional II) by putting the verbs into the correct form and say what is unreal in this sentence.**

1. If we (have) <u>*had*</u> a day off, we (go) <u>would go</u> to Belavezhskaya Pushcha.
2. If he (have) more time, he (learn) astronomy.
3. If they (tell) their father, he (be) very angry.
4. If she (go) to England, she (speak) English easily.
5. We (help) you if we (know) how.
6. If I (feel) better, I (go) to the cinema with you.
7. If I (come) home earlier, I (prepare) dinner.

c) **Make these sentences true about you. Change them to Conditional I.**

6. a) Match both parts of the quotations.

1. Jerry Adler: "If everyone on earth just stopped breathing for an hour, …
2. Charles Dickens: "If there were no bad people, …
3. Malesherbes, French Statesman: "We would accomplish many more things, …
4. Bible: If the blind lead the blind, …
5. Albert Einstein: "If we knew what it was we were doing, …
6. Eleanor Rooseevelt: "If life were predictable, …

a) ... there would be no good lawyers."
b) ... it would not be called research, would it?"
c) ... if we did not think of them as impossible."
d) ... the greenhouse effect would no longer be a problem."
e) ... both would fall into the ditch."
f) ... it would cease to be life, and be without flavour."

b) Write down the quotations and say which part is unreal and why it is impossible or not going to happen.

LESSON 3. PRIMARY AT 5, SECONDARY AT 11 ...

Communicative area: writing about primary and secondary education in Belarus
Active vocabulary: fee-paying, comprehensive, selective, non-selective, private, public, mixed sex schools, to be located

1. a) Answer the questions.

1. At what age do the children study at a primary school in Belarus?
2. At what age do the children study at a primary school in Great Britain?
3. When do they move to secondary school?
4. What subjects do they study there?
5. When do they have exams?

b) Read the article. Answer the questions 2–4 from ex. 1 about Britain.



Private school



State (comprehensive) school



Primary school classroom



Secondary school classroom

Children's education in England is normally divided into two separate stages. They begin with primary education at the age of five and this usually lasts until they are eleven. Then they move to secondary school, where they stay until they reach sixteen, seventeen or eighteen years of age.

The main categories of school are:

- state schools, free to all children between the ages of 5–16;
- independent schools (private / public schools); parents pay for their children's education.

State Schools

In the UK 93% of the children in England and Wales go to state schools. State schools are non fee-paying, funded from taxes and most are organised by Local Authorities (LA).

Parents are expected to make sure that their child has a pen, pencil, ruler, etc. but the costs of other more specialised equipment, books, examination fees, etc. are covered by the school.

Parents are, however, expected to pay for their child's school uniform and items of sports wear. Sometimes parents pay for music lessons. Schools may ask for voluntary contributions for school time activities – but no pupil may be left out of an activity if their parents cannot or do not pay.

Primary schools (5—11-year-olds)

In the UK, the first level of education is known as primary education. These are almost always mixed sex, and usually located close to the child's home. Children are with the same group throughout the day, and one teacher has responsibility for most of the work they do.

Parents are asked to help their children, particularly with reading and writing, and small amounts of homework are set to all children, even during the early years at school.

Secondary schools (11—16-year-olds)

At the age of 11 most children transfer to a nearest secondary school, though the law allows parents in England and Wales to choose other schools too. A place has to be offered at the parents' preferred school unless the school has more applicants than places; in that case it will admit the children who have the highest priority.

Most secondary schools cater for both sexes. They are much larger than primary schools.

Nearly 88% of secondary school pupils in England and Wales go to comprehensive schools. These take children of all abilities and provide a wide range of secondary education for all children in a district from 11 to 16 or 18-years-old. All children in Scotland go to non-selective schools.

Grammar schools are selective; they offer academically oriented general education. Entrance is based on a test of ability, usually at 11 (11+). Grammar schools are single sex schools i.e. children either go to a boys' grammar school or a girls' grammar school. There are grammar schools in Northern Ireland and some parts of England.

Fee-Paying Schools

Independent schools

7% of the children in England go to independent schools. Independent schools are known as private schools and public schools. Parents pay for their children to attend these schools.

A preparatory school (7 to 11 or 13 years old) is a school to prepare pupils to go to a public school.

A public school (11 or 13 to 18 years old) is an independent secondary school. Public schools in England are not run by the government. The entrance exams used by most public schools are known as Common Entrance exams and are taken at the age of 11 (girls) or 13 (boys). The most famous public schools are Eton, Harrow and Winchester.

2. **Read the definitions of the underlined words and find their Belarusian equivalents.**

Primary school – 1) in Britain a school for children below the age of 11. It is usually divided into an infant and a junior section; 2) in the US and Canada a school equivalent to the first three or four grades of elementary school, sometimes including a kindergarten.

Secondary school – a school for young people, usually between the ages of 11 and 18.

Independent school – 1) in Britain a school that is neither financed nor controlled by the government or local authorities; 2) in Australia a school that is not part of the state system.

Private school – a school under the control of a private organisation, accepting mostly fee-paying pupils.

Public school – 1) in England and Wales a private independent fee-paying secondary school; 2) in the US any school that is part of a free local educational system.

Comprehensive school – 1) chiefly British – a secondary school for children of all abilities from the same district; 2) Eastern Canadian another name for composite school.

Grammar school – 1) in Britain a state secondary school providing an education with an academic bias for children who are selected by the eleven-plus examination, teachers' reports,

or other means; 2) United States – another term for elementary school; 3) New Zealand – a secondary school forming part of the public education system.

mixed sex schools – schools where boys and girls study together.

selective schools – schools that accept students based on the tests results.

free / free of charge – not costing anything.

fee-paying – a fee-paying school is one that you pay money to go to.

to cover a fee – have enough money to pay for something.

to make sure – to check something so that you can be sure about it.

to be located – to be situated.

3. Read the text and fill in the blanks with the words from the box.

> **public, primary and secondary, primary, private, grade, grades, university, the age of, college, high school, years of education, education system**

The American education system requires that students complete 12 years of … education prior to attending … or … . This may be accomplished either at … (or government-operated) schools, or at … schools.

Primary school

American children start school at … five years. The first year at school is called kindergarten. It is required of all American children enrolled in the American education system. The second year at school is considered the first year of … school and is referred to as first … . In America, the word grade has two meanings: (1) the score achieved on an exam or in a course, and (2) a year of education in primary or secondary school. Primary school most commonly consists of five …, referred to as first through fifth grades.

Secondary school

Upon completion of fifth … (the last year of primary school), American children enrolled in the American … advance to sec-

ondary school. Secondary school most commonly consists of a total of seven years, referred to as sixth through twelfth ... . The ninth through twelfth grades are most commonly referred to as high school. Upon completion of twelfth grade, American students are awarded a certificate called the ... diploma. In the American education system, students must have obtained a high school diploma before they are admitted into college or university.

4. Write about primary and secondary education in Belarus. Use ex. 3 as a model.

LESSON 4. EXAMS – TO SIT AND PASS WITH FLYING COLOURS

Communicative area: talking about unreal past
Active vocabulary: compulsory, optional
Receptive grammar: Conditional III

1. Answer the questions.

1. At what age do pupils in Belarus take exams?
2. What exams did you sit last year?
3. Did you pass them successfully?
4. Have you ever failed any exams?
5. What exams are you going to sit in grade 11?
6. Are school-leaving exams compulsory or optional?

2. a) Read the information from exams helpline and say:

a) at what age schoolchildren finish compulsory education;
b) what exams they take and at what age;
c) what compulsory subjects are;
d) what optional subjects are.

Q 1. What exams do people take in Great Britain?

A. Students in England take GCSE (General Certificate of Secondary Education) exams at the end of the final year of their compulsory school education. So, at 16 students can either fin-

ish school and get a job, or go on to further studies.



Exams

Q 2. And if you want to enter university?

A. Those who want to enter university stay on at school or attend college for a two-year A Level course. Then they apply for any degree course at any university, if they meet the entry requirements.



School Assembly

Q 3. What are GCSEs?

A. GCSEs are the main examinations taken by UK students to complete the first stage of secondary or high school education.

Q 4. What subjects can you study?

A. There is a broad range of GCSE subjects to choose from. Some subjects at this level are compulsory and others optional. Compulsory (or core) subjects: Mathematics, English, and Computer Studies. Optional subjects: Accounting, Art, Biology, Business Studies, Chemistry, Economics, Geography, Natural Economy and Physics.

Q 5. What do GCSEs consist of?

A. Depending on which subjects you choose, you'll receive lessons taught in the classroom or laboratory. In some cases you'll also take part in educational field trips. You'll be expected to complete homework and independent or group research projects. Student progress is regularly tested.

Q 6. How are you assessed?

A. For each GCSE subject you receive a final grade from A (highest) to G.

GCSE grades show achievement at secondary school level. Some universities specify minimum grades in certain subjects as part of their entrance requirements. Later on, some

companies will only consider your application if you have achieved specific grades in particular subjects.

Q 7. What are A Levels?

A. A levels are studied between the ages of 16–18 in England, Wales and Northern Ireland. They are the most popular route into UK higher education institutions. To enter one of the top UK universities you'll usually need 3 or 4 good A Level grades.

Q 8. What subjects can you study?

A. Those who want to specialise in Science, Medicine and Engineering could, for example take Maths, Further Maths, Physics, Chemistry and Biology. Those who decide to study Business, Humanities and Law could take Maths, Economics, Accountancy, Business Studies, English Literature and Psychology.

Q 9. What marks do you get?

A. For each A Level subject you take, you'll receive a grade from A to E. You can translate your A Level and AS Level grades into UCAS (Universities & Colleges Admissions Service) tariff points as follows.

A Levels: A* – 140, **A** – 120, **B** – 100, **C** – 80, **D** – 60, **E** – 40.
AS Levels: A – 60, **B** – 50, **C** – 40, **D** – 30, **E** – 20.

Many companies will also evaluate your application for a job on the basis of your A Level grades, as well as your degree.

Q 10. Is it difficult to study for A Level?

A. It's not easy but in addition to academic study, students develop independent thinking, study skills, team working, research and analysis. It will also help you to decide what you would like to study at degree level.

b) Read the questions and answers above again and mark the following statements as True, False or No Information Available.

1. Students in England take GCSE (General Certificate of Secondary Education) when they are 18.
2. Compulsory subjects are Mathematics, English and Computer Studies.

3. Students sit A Level exams at the age of 18.
4. Each A Level consists of 6 units which are studied in two stages.
5. For each A Level subject you take, you'll receive a grade from A to D.
6. Studying for A Level students develop important skills: independent thinking, study skills, team working, research and analysis.

GCSE – BUSINESS STUDIES

Exam Format
GCSE Business Studies consists of 3 units in total:

Unit 1: Setting up a Business
Written paper: 1 hour

Unit 2: Growing a Business
Written paper: 1 hour

Unit 3: Investigating a Business
Controlled Assessment

Course Summary
This course has been designed to provide students with a critical understanding of the following:

- The internal functions of contemporary business organisations of all types
- The dynamic external environment within which businesses operate and the effects this can have upon decision-making within a business
- Major topical issues that can generate change for business organisations and the ways in which businesses respond to these issues
- The range of stakeholder perspectives that can be taken on business activities

Course Content
An outline of what is offered in our GCSE Applied Business course:

Unit 1: Setting up a Business
- Starting a Business
- Marketing
- Finance
- People in Businesses
- Operations Management
- Assignment Tasks

Unit 2: Growing a Business
- The Business Organisation
- Marketing
- Finance

GCSE assignment

3. a) Analyse the groups of sentences and say which of them is Conditional I and which is Conditional II. Discuss with your partner what the third sentence (Conditional III) might mean.

A

1. If I study in England, I will sit GCSE exams at the age of 16.
2. If I studied in England, I would sit GCSE exams at the age of 16.
3. If I had studied in England, I would have sat GCSE exams at the age of 16.

B

1. If I take GSCE, the compulsory subjects will be Mathematics and English.
2. If I took GSCE, the compulsory subjects would be Mathematics and English.
3. If I had taken GSCE, the compulsory subjects would have been Mathematics and English.

C

1. If you work hard, you will pass your exams well.
2. If you worked hard, you would pass your exams well.
3. If you had worked hard, you would have passed your exams well.

b) Study the rule on pages 279–283 and check your understanding.

4. a) Complete the following sentences.

Example: If you went to this college ... *at 16, you would finish your education at 18.*
If you had gone to this college... *at 16, you would have finished your education at 18.*

1. If you improved your English …
2. If you had improved your English …
3. … she would do something about it.
4. … she would have done something about it.
5. … he would win.
6. … he wouldn't have failed.
7. … would find a better job.
8. … would have found a better job.

b) **Exchange your notebooks with your partner and check for mistakes. Choose one pair of sentences and discuss the difference in translating Conditional II and Conditional III.**

5. **Think about the exams you sat and passed last year and write about four things that you haven't done that you wish you had. Then think about four things that you have done that you wish you hadn't and write about them.**

1. If I had ..., I wouldn't have ...
2. If I hadn't ..., I would have ...

LESSON 5. A DAY AT SCHOOL

Communicative area: speaking and writing about a school day

1. **a)** **Listen to a student speaking about his school and answer the questions. What year is Erik in and what is his school called?**





b) **Listen to Erik again and fill in the blanks.**

My School is … (1) 11–18 school. There about … (2) students in my school, including 200 in the … (3) form. It is called a Technology College and specialises in … (4) … My school has over 1200 computers (including … (5) tablet PC's).

I am in year 8 and I am having to decide what … (6) I would like to start working towards at the moment. I … (7) my GCSE exams next year instead of the year after when most other people of my age will be doing them.

Some subjects are compulsory like … (8) and a foreign language. I am not sure what other GSCEs I will be taking. I will have … (9) soon.

2. **a)** **Listen to Erik describing his typical working day and say when he leaves home, when his studies start and what subjects he studies.**

b) Listen to Erik again and complete the sentences.

1. I leave home at 6:45 and …
2. The journey on the bus …
3. It has to keep stopping …
4. When I arrive at school, I …
5. We listen to announcements to see …
6. Every day I have …
7. Normally it is …
8. I have different …

c) Talk to your partner and compare your working day and the working day in an English school.

What is registration?

The attendance of every child attending school each morning and afternoon is recorded in a special book.

The teacher reads out each child's name in turn. On hearing his / her name, the child replies 'yes Mrs (teacher's name)' and the teacher notes down in the book whether the child is in school or not.

3. a) Listen to Erik's time table and complete the notes.

Time Table

9:00 …	12:30 …
10:00 …	1:30–2:10 …
11:00–11:20 …	2:10 …
11:20 …	3:10 …

b) Answer the questions.

1. What does Erik usually do during lunch break?
2. What do they usually serve at the dining room?
3. Why does Erik sometimes stay after school?

4. Write about your school day for a website.

LESSON 6. PRIVATE, PUBLIC, INDEPENDENT

Communicative area: writing about your school
Active vocabulary: scholarship, private, public, entrance exams, free of charge

1. a) **Talk to your partner and answer the question: What is the difference between a state and a private school? Think of at least three differences.**

   b) **Read the conversation between Kiril and Jane and (1) check if it mentions the differences you spoke about; (2) explain what the words in bold mean.**



Kiril: Jane, could you please help me clarify something? I read that there are state, independent and private schools in Great Britain. What is the difference?

Jane: Independent schools are private. So, there are only two types. The difference is that state schools get money from the government. On the contrary, independent schools do not receive money from the government or local authorities. The parents pay for the education. A public school is an independent secondary school which is a charity. That means that public schools don't earn money. The expression "public school" can be confusing: in many countries other than England a "public school" is a school which is run by the government. One example is the United States. All public schools there are funded by the government. That's not the case with British schools. Among the most famous public schools are Eton, Harrow and Winchester.



Kiril: They all pay and nobody studies there **for free**!



Jane: No, that is not true. The majority of students **pay fees** but some **scholarships** are available for the brightest pupils or for children from poorer families. The schools select pupils according to ability by using an **entrance exam**. Entrance exams are taken at the age of 13 and are known as Common Entrance exams.

Kiril: Where do the children study before they enter a public school?



Jane: Some public schools have their own prep schools as well as the senior school, but students from other schools can apply to the senior school.

Kiril: What is a prep?

Jane: A preparatory school is usually called a prep school. It prepares pupils to go to a public school. Boys often enter these schools at age 8 and girls at age 11.

Kiril: Do boys and girls study together?

Jane: Schools are often single-sex boys' schools or girls' schools but some of them are mixed. Also, many boys schools accept girls in the sixth form, from age 16 to 18.

Kiril: And what about the state schools?

Jane: The majority of state schools are mixed. But there is another important difference. The majority of state schools are day schools. The students go home after classes. Many of the independent schools are **boarding** schools. They may have full boarders who live in the school grounds during term-time, weekly boarders who return home only at weekends and day boys / day girls who return home each evening. There are several state boarding schools in the UK. The education is provided free, but parents must pay for the cost of boarding. Most of these schools are mixed sex, and they are usually for students from age 11 to 18.

c) If you studied in Britain, where would you like to study? Why?

2. a) Work in three groups. Read one of the texts and fill in the table. You will have only one third of the answers.

	Eton	**Harrow**	**Wycombe Abbey** ['wɪkəm]
When was the school founded?			
Where is it located?			
Is it a boarding school? Where do the students live?			
What are the entrance exams?			
What uniform do the students wear?			
What subjects do they study?			
What sports do they practise?			
What famous people studied there?			

Eton College

Perhaps the most famous public school in the UK is Eton, founded in 1440. It is located near Windsor. Entrance to Eton is competitive, based on a test at the age of 11 and a Common Entrance exam at 13. The academic year starts at the end of September and has three terms. It finishes with the exams in June. There are no girls at Eton. Boys leave the school at 18 – many go on to study at Oxford and Cambridge.

The boys still wear a formal school uniform: a black tailcoat and waistcoat and pin-striped trousers. Students at Eton are all

boarders. They have their own small rooms with a bed and desk. The main team sports which are played are rugby and football in the winter and spring, and either cricket or rowing in the summer. Other popular activities include drama and music. Senior boys may take part in military training, or choose to do social service in the community.

Famous Old Etonians (people educated at Eton) include the Duke of Wellington, famous writers such as Shelley and George Orwell, and many British Prime Ministers. Both of Prince Charles' sons, William and Harry, studied at Eton.

Harrow School

Harrow, founded in 1243, is an independent school for boys in north-west London.

Many famous people studied there, who are known as Old Harrovians, for example Lord Byron and seven former British Prime Ministers including, Winston Churchill.

Boys at Harrow have two uniforms. Everyday dress consists of a white shirt, black silk tie, grey trousers, black shoes, blue jumper (sweater), a dark blue jacket, the school blue and white scarf and, a straw hat. Sunday dress consists of a morning suit: a black tailcoat, pin-striped trousers, a black waistcoat, black tie and a white shirt.

During their first year, boys take English, French, Mathematics, Biology, Chemistry, Physics, History, Geography, Latin, Religious Studies, Art, Music, Design Technology and Information Technology. Greek, Chinese, German or Spanish are offered to boys with good linguistic ability. Optional languages are Russian, Japanese, Portuguese and Italian. During their second and third years boys work towards their GCSE examinations.

In the sixth form all pupils are expected to take AS Level in at least four main subjects, going on to A Level in at least three. There are many to choose from. Harrow has been impressive in the development of a number of sports. Squash was invented in Harrow around 1830. Football rules were developed there. An annual cricket match has taken place between Harrow and Eton College since 1805.

Wycombe Abbey

Wycombe Abbey, founded in 1896, is an independent girls' school. It is one of the top schools in the United Kingdom. There are about 540 girls aged 11 to 18. The curriculum for the first three years at Wycombe Abbey is English, Mathematics, Biology, Chemistry, Physics, French, Latin, Geography, History, Religious Studies, Information Technology, Design Technology, Art, Music, Drama, Physical Education and PSHE (Personal, Social and Health Education). Cookery, Singing and Spanish form part of the eleven years olds' curriculum. The twelve-year-old girls either continue with Spanish or take up German or Classical Greek.

The girls who are working towards their GCSE examinations learn English, English Literature, Mathematics, a modern foreign language and the three Sciences – Physics, Chemistry and Biology studied either as separate Sciences or as a combined course.

The subjects from which students select their GCSE options include Religious Studies, History, Geography, French, German, Spanish, Latin, Greek, ICT, Design Technology, Art, Drama, Music and Physical Education.

Every student, in addition, attends Physical Education lessons and a general course that covers a variety of areas, including careers education and citizenship.

Students in the sixth form select their A Level exams from a big variety of subjects.

All sixth formers pursue a sport, follow an IT course which enables them to take the European Computer Driving Licence. All are taught Critical Thinking.

Many girls who previously studied at Wycombe Abbey became famous lawyers, actresses, writers, and even Members of Parliament.

b) Work in groups of three (each student should have read a different text) and complete the rest of the table.

c) Talk to your partners and say which school you would like to study at if you lived in Britain.

3. Write about your school.

LESSON 7. MY SCHOOL YEARS

Communicative area: writing a composition

1. a) **Read the composition and make an outline. Compare your outline with your partner's.**

   b) **Read the composition again and write down the most important information under each item of your outline.**

My School Years in Mill Valley

(*adapted*)

My years growing up in Mill Valley and attending the schools there were full of fun and enlightenment. I started Kindergarten at Old Mill School. That was back in 1948. Mrs. Eileen Schroeder was the teacher in Kindergarten. She was wonderful, playing the piano while we were dancing or cutting out parts of paper people so we could put them together.

What I was taught at home was also taught at school: the importance of property rights 'what isn't yours, isn't yours'; the importance of manners, including listening to those speaking about you without interrupting, and not being rude to the teacher; waiting in line to play a game or waiting for the school bus.

My experience at Old Mill (from Kindergarten to the sixth grade) was one that I look back upon with lots of satisfaction. I feel today that I received as much as I wanted to get from the wonderful and talented teachers that taught me there.

After Old Mill, I attended Alto School. We took the school bus over in the morning and rode back in the afternoon. Most of the time songs were being sung. Alto was very crowded, as I remember, because we had a lot of kids there. I remember Mrs. Schroeder, my Kindergarten teacher, had decided to start an orchestra at Alto including all the students from the seventh and eighth grades. She taught me to play the cello and I played for graduation. She was a wonderful musician, teaching four of us how to play the cello at her home on Saturday afternoons for free because she believed music was important.

In High School, the first real test of my confidence was put to the forefront. I had to sing a song for Mr. Greenwood to get

into Girls' Club. I was a bit scared, but from that time to the present I thank Bob Greenwood for his dedication and his thoughtfulness for all of his students. The following year I was able to get into the Choir and was so grateful to be able to sing in this wonderful group. In the fall (Am.: autumn) of 1960 our Choir was chosen to sing at the opening ceremony for the Winter Olympics. It was thrilling to take the bus very early in the morning and drive up into the snow and then sing for the opening. I'll never forget that experience. We had a ball!!!

Most of us wanted to learn. I don't know of more than a few students out of my class of over 200 who didn't succeed in whatever they tried to do in life after attending schools in Mill Valley.

I learned quite a lot of good social skills at Tam. I learned how NOT to write a note from my parents ... (I always got caught...). I learned that water balloons really smash the best when you throw them at a metal locker. I also learned that if you had long hair and used the wall dryers in the girls' gym, you'd better not get too close!

After Sita Dimitroff Milchev

2. Discuss with your partner.

1. Is the author happy about her school years? Why do you think so?
2. What makes you like / dislike this story?

3. a) Answer the questions. Are all students happy at school? What makes some students unhappy?

b) Listen to the girl's memories. Was the girl happy or unhappy when she was a student?

c) Listen to the memories again and say whether these sentences are <u>True</u> or <u>False</u>.

1. The author studied at the mixed-sex Catholic school.
2. It was a good school, strict but still good.
3. Many of the teachers there had hearts of gold.
4. She was quiet and shy and wasn't very academic.
5. She was praised for her music and dancing classes.
6. She didn't trust other students.

7. She had clear plans on what she was going to do after finishing school.
8. She didn't like music classes.
9. She did well in her final exams.
10. Her parents thought it was enough to try her best.
11. She left school at 16.
12. After school she studied at a Technical and Further Education College.
13. She enjoys life very much now.

4. a) Discuss with your partner why the girl was unhappy at school.

b) Complete the sentence: "The girl would have been happier at school if ..." Find as many ideas as possible.

5. Write about your school years.

LESSON 8. GOALS FOR THE FUTURE

Communicative area: writing an essay
Active vocabulary: goal, to set a goal

1. a) Read the quotations and say what the words in bold mean.

1. Fear melts when you **take action towards a goal** you really want. Robert G. Allen

2. People with clear, **written goals**, accomplish far more in a shorter period of time than people without them could ever imagine. Brian Tracy

3. If what you are doing is not **moving you towards your goals**, then it's **moving you away from your goals**. Brian Tracy

4. What matters is where you want to go. Focus in the right direction! Donald Trump

5. The big secret in life is that there is no big secret. Whatever your **goal**, you can get there if you're willing to work. Ophar Winnfrey

6. When you **set goals**, something inside of you starts saying, "Let's go, let's go," and ceilings start to move up. Zig Ziglar

7. Unless you have a definite, **clearly set goals**, you are not going to realize the maximum potential that lies within you. Zig Ziglar

8. You need a plan to build a house. To build a life, it is even more important **to have a** plan or **goal**. Zig Ziglar

9. This one step – **choosing a goal** and sticking to it changes everything. Scott Reed

10. Without **goals**, and plans to reach them, you are like a ship that has set sail with no destination. Fitzhugh Dodson

11. If you don't know where you are going, you'll probably end up somewhere else. Lewis Carroll

b) **Answer the questions.**

1. What would you like to do after finishing school?
2. Do you have clear goals for the future? Are they easy to accomplish?
3. What do you think is most important for you?

2. a) **Read the essay and say what goals the author has. Which of these goals do you think are most important / least important?**

graduate *verb* 1. канчаць (заканчваць) вышэйшую навучальную ўстанову (Br.); 2. канчаць (заканчваць) любую навучальную ўстанову (Am.)
GPA ад ***grade point average*** сярэдні бал (у школе, універсітэце)
scholarship *noun* 1. financial aid provided for a student (Br); 2. the position of a student who gains this financial aid

Goals in Life

High school is a very important time in a person's life. It's the time to **set goals**. We not only set goals, but set out to find their solutions. My first goal, in no particular order, is to become a good athlete. My second goal is to be a good student and graduate from high school, with a 3.0 GPA. There's another goal, but I am saving it for later. My goals sound simple, but not as easy **to achieve**.

Sports are fun, and may help count towards another goal in life. Though they are fun you need to work hard to become good at them. There is a chance that one day I may be able to get a scholarship for college even though I haven't decided on a sport yet. I should have decided by the end of the year. Sports take up time, and sometimes are hard and burdensome, but it is all worth it in the end. Becoming an athlete is a goal of mine, but there are more important goals, such as my second.

Only being good at sport and not having an education it would be like owning a car, but without an engine inside. I want that engine; therefore I must get my education and maintain a high GPA. I could accomplish this by doing all my work (I am working on this at the time being). Also, not only doing my work, but doing it on time and as neat as I can get it (also working on these two at the time being). My goal may also be accomplished by paying attention in class (there are a lot of things to learn that school teaches us), and trying to do more listening and less talking. All of this will make a great recipe for at least a 3.0 GPA. Have you ever had to use a combination lock? If you

have, you know that there are three numbers you have to input. Well, the combination for my success in life is first education, then athletics, and last, but definitely not least, going to a four-year college. This is the perfect goal in life, besides the fact that my other two goals fit right in this category. Sports may help me get an athletic scholarship, which may make my parents happier, at least financially. The next goal is education, and you can't get an athletic scholarship if you don't have the grades. Even without sport you can still get an academic scholarship, but that takes a lot of hard work and sacrifice. During college I plan on majoring in psychology and becoming a psychologist.

The reason I want to become a psychologist is that I like to hear what people have to say and maybe help them. Ideally, I'd like to live in a city such as Los Angeles or New York. But first things first, I have to graduate from high school. These goals are pretty simple, but will be tough to accomplish. All I know is that I will make it.

b) Read the text again and say what steps the author is going to undertake to achieve his goal.

3. a) Answer the questions.

1. Do you have goals for your future? Make a list of your goals and rank them in order of priority.
2. Talk to your partner and compare your goals. Do you have a lot in common?
3. Walk around the class and find somebody whose goals are the closest to yours. Talk to this person and discuss what you are planning to do to achieve your goals.
4. Write an essay about your school years and your plans for the future.

b) Write one or two sentences about your goals which will explain:

a) what is desirable
b) what is possible
c) what I can achieve

4. Read the quotations in ex. 1a and choose the one you would like to use as an epigraph to your essay. Explain why you have chosen it. Compare your idea with your partner's.

5. Read parts of students' compositions about their future goals. Find ideas you would like to include in your composition. Talk to your partner and explain why.

1. A person needs to achieve certain goals in one's life before you can call them successful. Success is to achieve the goals you have set. I have set certain goals I would like to achieve in my lifetime. ... My professional goals in life are to get a good education, to find a good job that makes me happy and makes enough money for me to support my family.

2. One of my goals for the future is to be happy regardless of what I choose to do. I want to be satisfied with my decisions, to be able to accept and forgive, and most of all to be able to live up to the expectations I have for myself. I realise I cannot set my goals and dreams on the basis of others and I need to achieve things for myself. I will only accomplish my goal in being happy when I am able to live my life for myself and still be able to provide love and support to others.

3. My goal is to be a role model especially for my younger brother but also to all my younger cousins, nieces, nephews, and to all the young kids out there to never give up hope. Someday, I will reach my destination in life when I earn my degree...

4. First of all, I need to get a high score on the SAT[1] test because I want to go to a good college with a scholarship. In order to do this, I have to learn many things about grammar, writing, reading and vocabulary. I have to learn as much as possible because I don't have a lot of time just to focus on them only. I have about one and a half more years to study for the SATs. The test won't be easy; it is a challenge for students who want to receive a good education. If I get a good education, it will be easier for me to find a good job in the future.

5. Your future depends on the actions and decisions that you make on a daily basis. Even though the world is chaotic, we still have paths in life to follow. It's up to us which path we take to achieve our future goals. Once we have thought above what we want from life it is up to us to plan and to stay on course to order to achieve it. We might run into obstacles along

the way, but we should still be able to stay focused and move ahead. Any struggles or obstacles that we may face need to be used as a learning experience. It is up to us to achieve the future that we want. Many of us are afraid to step into adulthood. We feel that we are missing out on our youth instead of starting the rest of our lives. We have to realise that when we close one chapter in our lives, another one opens for something new in our lives. The key to life is looking ahead and it takes vision, trust, and courage to work towards your future. We need to learn to leave the past in the past and not let it hinder our future. Let's learn to have a go and set our journey ahead by having confidence and setting concrete plans.

---

[1] Scholastic Assessment Test, даслоўна «Школьны ацэначны тэст» – стандартызаваны тэст для прыёму ў вышэйшыя навучальныя ўстановы ЗША.

6. Write an essay about your goals for the future.

LESSON 9. A PASS TO A SUCCESSFUL CAREER

Communicative area: making a short summary; making a survey / interviewing people, writing a report on the basis of one's findings

1. Answer the questions.

1. Do you think higher education is necessary / important? Why?
2. Would you like to continue your education after finishing school?
3. Are you planning to enter university, vocational school or just to start working?

2. a) Make a guess and answer the questions. Don't worry if your guesses are not correct.

1. How many universities are there in Great Britain? (less / more than 50)

2. What are their entry requirements? (number of exams, interviews ...)
3. At what age do young people enter university in Great Britain?
4. What degrees do British universities offer?
5. What are first year students called?
6. Where do the students live when they study? (hall of residence, rent a room)

b) Listen to the expert speaking about higher education in Great Britain and check your predictions.

c) Listen again and fill in the blanks.

There are 46 universities in Britain. Good ... (1) ... results in at least two subjects are necessary ... (2) ... at one. But that is not enough. Universities choose their students after interviews, and ... (3) for places at university is tough.

Students normally enter University from ... (4) onwards and study for an Academic... (5) ... . Higher education typically begins with ... (6) Bachelor's Degree. During a first degree students ... (7) ... undergraduates. Postgraduate ... (8) include Master's Degrees and ... (9) ... , a research degree that usually ... (10)... at least ... (11)... .

First year university students are called ... (12) ... . A fresher's life can be exciting but terrifying for the first week as everything is so unusual; and often far from home. Most 18-and 19-year-olds in Britain are fairly ... (13) ... , and when the time comes to pick a college they usually choose one as ... (14) ... from home as possible! So, many students in northern and Scottish universities come from the south of England and vice versa. It is very ... (15) ... for university students to live at home. Although parents may be a little sad to see this happen, they usually approve of the move, and see it as a necessary part of becoming an adult.

Often freshers will live in a ... (16) ... on or near the college campus, although they may move out into a rented room in their second or third year, or share a house with friends. Many freshers will feel very homesick for the first week or so, but living in hall soon helps them to make new friends.

During the first week, all the clubs and societies hold a "freshers' fair" during which they offer the new students to join their society.

On the day that lectures start, groups of freshers are often seen walking around huge campuses, maps in hand and a worried look on their faces. They are learning how ... (17) ... . They also learn a new way of studying. As well as lectures, there are regular seminars, at which one of a small group of students (probably not more than ten) reads a paper he or she has written. The paper is then discussed by the tutor and ... (18) ... . Once or twice a term, students will have a tutorial. This means that they see a tutor alone to discuss their work and their progress. In Oxford and Cambridge, and some other universities, the study system is based entirely around such ... (19) ... which take place ... (20) ... . Attending lectures is ... (21) ... for Oxford or Cambridge (often called 'Oxbridge') students!

After three or four years (depending on the type of course and the university) these students will take their finals. Most of them (over 90 per cent) will get a first, second or third class degree and be able to put BA (Bachelor of Arts) or BS (Bachelor of Science) after their name. It will have been well earned!

d) Is higher education in Great Britain similar to or different from the higher education in Belarus? Find both, differences and similarities.

3. a) Read the following definitions and find the corresponding words in the text:

a) a person studying in a university for a first degree sometimes shortened to "undergrad"; b) a student who has obtained a degree from a university, etc., and is pursuing studies for a more advanced qualification; c) an academic award conferred by a university or college on successful completion of a course or as an honorary distinction (honorary degree).

b) Read the following definitions in Belarusian and find the corresponding English words in the text:

а) бакалаўр мастацтваў (уладальнік ступені бакалаўра па адной з гуманітарных ці матэматычных навук ва ўнівер-

сітэтах); б) магістр мастацтваў, магістр гуманітарных навук; в) інтэрнат; г) навічок, першакурснік; д) заключныя экзамены.

c) Explain what the word ‘Oxbridge’ means.

4. Make a short summary of the text. It should contain all meaningful information. Compare your short summary with your partner’s. Present it to the class.

5. a) Listen to the questions, write them down and discuss possible answers with your partner. You may not know the answer, just guess.

b) Read the facts below and find the necessary information.

Oxford



• Oxford was founded in the 12^{th} century, Cambridge in the 13^{th}, and London and Durham both in the 19^{th} century. Some other British universities also have colleges but elsewhere the latter lack the autonomy that they have at these four universities.

• There are over 20,000 students at Oxford, including 11,765 undergraduates and 8,701 postgraduates.

• 53 per cent of undergraduates are studying for degrees in the humanities and social sciences, and 44 per cent in the medical, mathematical, physical and life sciences. The remaining 3 per cent are studying for undergraduate level diplomas and certificates offered by the Department for Continuing Education.

• Oxford receives, on average, five applications for each available place.

• The tutorial is a period of studies at Oxford. It offers students a unique learning experience in which they meet regularly with their tutor, either on a one-to-one basis or with one or two other students.

• Undergraduates attend, on average, one hour-long tutorial every week and undertake a considerable number of hours’

preparatory work for each tutorial, including reading, essay-writing and problem-solving.



• At graduate level, 36 per cent of students are studying for higher degrees in the medical, mathematical, physical and life sciences and 55 per cent in the humanities and social sciences. The remaining 9 per cent are studying for postgraduate certificates and diplomas offered by the Department for Continuing Education.

• Every year almost 15,000 people take part in courses offered by the Department for Continuing Education, making Oxford University one of the largest providers of continuing education in the UK.



• The University has 38 independent and self-governing colleges, and 6 permanent private halls.

• The relatively small number of students at each college allows for close and supportive personal attention to be given to individual students.

• Colleges offer extensive library and IT provision, accommodation and welfare support, and sports and social facilities.

• All colleges accept both men and women.

• The University's oldest colleges are University College, Balliol College, and Merton College, all of which were established by the 13^{th} century.

• St. Catherine's College has the largest number of students (741), while some of the private halls have fewer than a hundred student members.

c) Compare your answers with your partner's.

6. Write about higher education in Belarus. You may use Internet resources or interview your parents, elder brothers / sisters or your teacher.

UNIT 4

YOUTH ORGANISATIONS

LESSON 1. A LAZY YOUTH – A LOUSY AGE

Communicative area: giving advice, giving a comment
Active vocabulary: to feel like, anti-social, cadet, youth, vandalism, authority

1. a) Listen to the poem and follow in the book. Choose the title for it.

I'm lonely. I'm bored. I'm sorry.

"There must be something I can do"
I'm lying on my bed
staring at the wall
I don't feel like going out
I don't feel like staying in
"There must be something I can do"
I'm lying on my bed
My thoughts keeping me company
I don't feel like thinking
I don't feel like sleeping
"There must be something I can do"

b) Listen again. Pay attention to the pronunciation of the words and intonation. Practise reading the poem.

c) Work in pairs. Answer the questions.

1. Does *feel like doing smth* mean fancy, enjoy or hate?
2. What else don't you feel like doing when you are bored?
3. Can you continue the poem? Write one more verse keeping the rhythm.

2. a) **Read the letter from the Shropshire Star website and comments to it.**
Why did Liam decide to write the letter?
Were people sympathetic?

I am 17 and live in Harlescott, Shrewsbury. In my area there is nothing for young people to do. People often complain about **"yobs" hanging round** *on street corners causing trouble – especially during the summer holidays.*

I have just looked on the Shropshire **youth** *website and there are only six results for things to do in my area, and only two of them are during the holidays. I think that young people should have more of a say in what happens, more money should be put into young people's activities – after all we are the future of the nation.*

I would just like all of the councillors and **authorities** to *think: if you put money into activities for young people there will be less* **vandalism** *and fewer young people will get into trouble with the police, so it would be an overall saving.*

Liam Thomas

Comments

JAKE: Like what Liam? There's never anything to do anywhere unless you got money. This goes for older and younger people.

JULIAN: The kids in my village have more facilities than you could shake a stick at, and the bad ones are still **anti-social**. Sorry, "nothing to do" is a **pathetic excuse** for being a yob. The kids with bright future and some imagination have hobbies and interests that keep them out of trouble.

CLOWN SHOES: You could always take up ballet or gymnastics. Also try taking a walk once in a while as there is nothing better than the sound of nature. I find going to church relaxes me.

HANNAH: I don't normally comment on newspaper stories but couldn't ignore this one. 'Nothing to do' – what happened to amusing yourself, once old enough to go out with friends, and kicking a ball around on a playing field? Once the ball is **purchased** it costs nothing! Go for a walk, get on your bikes if you have them. On a rainy day go to the library and learn about a new hobby or use the free computers to surf the net.

PHIL: Think about a local youth organisation. Why not join one of the services **cadet** groups? The least you will get is a free 2 week holiday.

b) Find the words in the text that mean:

a) aggressive or violent young people (British Slang); b) bought; c) people who hold a position in an organisation, government department, etc.; d) a crime of destroying or damaging smth; e) being about; f) young people; g) a young person undergoing training, usually before full entry to the uniformed services, police, etc.; h) poor explanation; i) harmful or annoying to other people or the society

3. Read the letter and comments again and complete the task.

1. Describe Shrewsbury. Is the place where you live different? What can young people do in your place? 2. Give some examples of the anti-social behaviour. 3. How could the local authorities solve Liam's problem? 4. Make a list of advice Liam's got. Which piece of advice is the most and the least useful? Why?

4. Write your own comment to Liam's letter.

LESSON 2. TO BE A PART OF SOMETHING BIG

Communicative area: sharing information, discussing
Active vocabulary: to involve / get involved, member, political, to support, leader, campaign, principles

1. a) **Look at the list of youth organisations below. Which of them have you heard about?**

Army Cadet Force (ACF), Boy Scouts, Belarusian Republican Youth Union (BRSM), Girl's Brigade, UK Youth Parliament, Girl Guides, U.S. All Star Federation, UN Youth & Students Association (UNYSA)

b) **Match the symbols below to the organisations.**



2. a) **Why do you think young people join youth organisations?**

b) **Listen to the interview with Selena, a 16-year-old who joined a youth organisation a few years ago. What kind of organisation is it? Why did she join it? Why is she telling the story?**



c) **How did being a member of the youth organisation help Selena?**

3. a) **Listen again and complete the sentences below with one word.**

I actually started … harming, which was the worst thing I've ever done. Brigade gave me the … I needed to cry on. With their help, I finally came … to my parents about how I'd been feeling. They were … with envy when I was given a once in a life time experience …

b) Discuss the questions below in pairs.

1. Have you ever **felt like** harming yourself? 2. Who can you **turn to** if you need **a shoulder to cry on**? 3. Can you **come clean** to your parents **about** how you are feeling? 4. Have you ever turned **green** with envy? 5. What made you feel like that?

4. a) Read the vocabulary associated with youth organisations. Put it into three groups: 1) verbs; 2) adjectives; 3) nouns. Then listen and check.

b) Are there any words new for you? Ask your classmates or your teacher to explain the meanings of the new words.

Youth organisations:

event / conference; non-political / political / religious; volunteer; campaign /aim / project; symbol / motto / principles; to be founded; to join / to be a member / to get involved / to participate / to support; leader / member; independent / supported by the government; international / local.

c) Complete the sentences below using the words from ex. 4b.

1. The minimum age to become a ... of UK Youth Parliament is 11. 2. UNESCO is an ... non-... organisation that was ... in 1945. 3. You can't join BRSM if you don't ... its ... . 4. The ... of Belarus YMCA is all-round personal development and care of a healthy life-style of the youth. 5. Wolf Cubs had special uniforms, badges, a special training system and the ... "Do your best!" 6. The Plant for the Planet: Billion Tree ... is a worldwide tree planting initiative of the **United Nation's** Environment Programme. 7. Some of the upcoming ... are the ACF Council Meeting and the Festival of Remembrance held in Albert Hall, London.

5. a) Work in groups of three. Prepare to talk about the organisation on the card using the vocabulary in ex. 4a.

6. Discuss the questions below in small groups.

1. Would you like to join any of the organisations you've heard about? Why / why not? 2. Are there any youth organisa-

tions in your country? 3. Are you a member of any youth organisation? Why / why not? 4. Have you ever been involved into a campaign? 5. Have you ever been a leader of a project? 6. Have you ever organised / taken part in /volunteered in an international event?

LESSON 3. MAKING THEIR MARK

Communicative area: debates
Active vocabulary: to expect, elections, politics, issue, to elect, to vote

1. a) **Look at the poster. What organisation has put it up? Why?**



b) **Discuss the questions.**

poLItical POlitics

1. Are you interested in politics?
2. What issues are important for young people today?
3. Have you ever voted in the elections?
4. What kind of information do you expect to find in the UKYP website?

2. a) **Look through the FAQ page from UKYP website. What do these numbers and abbreviations stand for?**

FAQ, UK, UKYP, MYP, MP, 1999, 2001, 600, 11, 18, 1 million

What is the UK Youth Parliament?

The UK Youth Parliament gives young people the chance to have their say on any issue which affects them, and be listened to by local and national government. It is not party-political.

When did UKYP start working?

UKYP was founded at the House of Commons in July 1999, and held its first sitting in February 2001 in London.

How does the UK Youth Parliament work?

The UK Youth Parliament has 600 elected MYPs (Members of Youth Parliament) aged 11–18. MYPs are elected in annual youth elections throughout the UK. Any young person aged 11–18 can stand or vote. In the past two years one million young people have voted in UK Youth Parliament elections. Once elected MYPs organise events and projects, run campaigns and influence decision makers on the issues which matter most to young people.

What is a MYP?

Any person between the age of 11 and 18 (inclusive) can stand to be elected as an MYP. An MYP's work is mainly based on a local problem which young people in that area think needs improving, e.g. transport.

Once a year MYPs from all over the UK meet at an Annual Sitting, which is normally held at a university. Here, MYPs create a UK Youth Parliament manifesto, which is all about the things that the UKYP agrees with and disagrees with.

Being an MYP can also mean that you have the opportunity to spend a day with MPs and even the Prime Minister to go where they go, see what they see and do what they do. It also gives you the chance to meet with young people who have the same ideas as you, and to have the power to do something about it.

How can I participate?

There are lots of ways for young people everywhere to get involved with the UK Youth Parliament. You can vote in a UKYP election, support our campaigns, debate in the UKYP online forums, attend a UKYP event and much more. Maybe you even want to become an MYP yourself!

Elections normally take place around January time, and you can usually vote at your local youth club or school.

How do you become an MYP?

Laura (MYP): I got involved through my school, but you can get involved through youth clubs too. To start with, I had a few meetings to help me understand a bit more about the UK Youth Parliament, and then in December I wrote my manifesto about what I individually wanted to improve in my local area.



The manifestos were published as leaflets, and then I had to make sure that everyone knew who I was and what I stood for, by pinning these posters where young people could see them, and talking to people at schools or youth clubs.

What qualities are important if you want to be an MYP?

It is important that an MYP is prepared to have an opinion on topical issues. It is equally important, however, that an MYP can listen and respect the views of his / her peer group, and to take this responsibility seriously. But MYPs should also be lively, committed and outgoing, and importantly, have a sense of humour!

b) Read the page carefully. Decide if the sentences below are True, False or there's No Information Available.

1. Through UKYP you can make the government hear your idea. 2. UKYP supports the right-wing parties. 3. You can't be elected an MYP if you are younger than 18. 4. The elections are held all over England. 5. Youth Parliaments operate in most English-speaking countries. 6. An MYP can work instead of an MP one day a year. 7. You have to run a campaign to be voted an MYP. 8. As an MYP you have to attend all UKYP events. 9. An MYP is expected to be outgoing and funny.

3. Think of one noun to complete the collocations. Use the unit active vocabulary for help.

1. national, presidential, election, anti-smoking ...
2. historical, main, popular, sporting ...
3. world, democratic, cultural, party ...
4. key, health, burning, international ...

5. senior, family, active, club …
6. born, political, youth, effective …

4. Discuss the questions below in pairs.

1. Is there a Youth Parliament in your country? 2. Would you participate? 3. Would you take part as an MYP? 4. Do you have the qualities to make an MYP?

5. a) Work in two groups.

Step 1. Imagine you are going to stand for MYP elections. Give reasons why you would make a great MYP.

Step 2. Run the election campaign. Prove that you'll make the best MYP in your group. Have the debates.

Step 3. Organise the elections. Vote for the best speaker to represent your interests and ideas.

b) Have a meeting.

MYP: 1. Brainstorm your electorate on the problems they face every day. What would they like to change with the help of the school or local authorities? 2. Make a list of issues that worry the youth in your group today. 3. Appoint a speaker or report to the class on the results.

LESSON 4. RUNNING A CAMPAIGN

Communicative area: discussing
Active grammar: Complex Object

1. Work in pairs. Describe what is happening in the picture.



2. a) **Look at the posters below and match them with the information about the campaigns.**



A. Free recycling for schools.

Depending on their size, today schools can spend between £300 and £1000 per year on waste disposal. The UK Youth Parliament believes that recycling should be free for all schools. We would like local authorities to help schools to become pioneers of recycling and waste minimisation in their communities.

B. SRE: Are you getting it?

The standard of sex and relationship education (SRE) in schools is very low. We expect the government to take this issue seriously since the effect on society is dramatic. Our aim is to create a general SRE programme, along with the Government, which can be followed in schools even in hard to reach areas and help to improve the lives of young people in the UK.

C. Reducing the voting age to 16.

The young people in this country want the authorities to hear them. According to the Government a young person from the age of 16 is old enough to work full-time, get married and have children, or join the army. But they aren't old enough to vote! Our aim is to lower the voting age to 16 within a reasonable time frame.

D. Cheaper bus fares for young people.

The UK Youth Parliament believes that young people should pay no more than 1/2 adult fare on buses. We want a national minimum fare for all young people under 18, so that transport is no longer a barrier to our freedom and independence.

E. Scrap university tuition fees.

Higher Education should be a right of every citizen in the UK. One in three of those students who wanted to go to university said they would not be able to go because of financial problems. We expect you to support the university fees debate by creating noise in your area: hold Free For All Days at your school, college or university!

F. Political education for all.

The UK Youth Parliament believes Political Education should be taught in both primary and secondary education, ages 5 to 14. We also hope to increase participation in elections and involvement in politics through education programme.

b) Which campaign are the statements below from?

1. Local authorities need to work in partnership with schools to provide free recycling facilities and collections. 2. More than ten thousand teenagers in our country had children while they were in school. 3. 'Politics is a dirty word,' say young people. 4. The present situation is leading to a culture of car dependency. 5. Fees themselves are unfair and act as a barrier to education, widening the rich-poor divide which exists in this country. 6. We believe that young people should be involved in the democratic process.

c) Are these issues important for the society you live in? Which campaign would you support? Why? Is there an issue you consider unimportant?

3. a) Look at the statements from the campaign. Copy the sentences and mark a subject, a predicate and an object in each sentence.

We would like local authorities to help schools. We expect the government to take this issue seriously. The young people in this country want the authorities to hear them. We expect you to support the university fees debate.

b) Which scheme illustrates the complex object in these sentences? What verbs are followed by complex object?

A. pronoun in an objective case / noun + infinitive

B. pronoun in an objective case / noun + Participle I

c) Study the information in the Grammar reference section and answer the questions about grammar on page 284.

4. **Put the words from different columns together to make sentences with complex object.**

1. We expect John	a) to start next week.
2. Mr. Reed wants all the students	b) to take part in our events as volunteers.
3. I knew him	c) to vote for the new government policy.
4. They expect the anti-smoking campaign	d) to like politics.
5. They expect more than nine million people	e) to be a natural leader.
6. We would like more young people	f) to be elected.

5. **Continue the sentences below to make some campaign slogans.**

1. I'd like the school authorities to ... 2. I expect our class leaders to ... 3. I want the members of my family to ... 4. I believe the citizens of my country to ...

6. **Work in two groups. Write the campaign slogans to use in the poster for some of the problems you put on the list in the previous lesson. Use ex. 2a for help.**

LESSON 5. CHEER, CHEER, CHEER TO GET THROUGH THE YEAR!

Communicative area: interview
Active vocabulary: cheerleader, to yell, supporter

1. **Read some facts about cheerleading and fill in the blanks with the numbers from the box.**

2004, 1,500,000, 3, 100,000, 1898

1. Cheerleading is a physical activity, and sometimes a competitive sport, which uses organised routines, ranging in length from 1 to … (1) … minutes, which include dance, jumps, cheers, and acrobatics. 2. Cheerleading originated in the United States, and remains a mainly American activity. There are more than … (2) … young people in all-star cheerleading. 3. There are now more than … (3) … participants in different countries including Australia, Canada, China, Finland, France, Germany, Japan, New Zealand and the United Kingdom. 4. November 2, … (4) is the official birth date of organised cheerleading. 5. The Cheerleading Worlds – the most important all-star competition is held yearly since … (5) … .

b) **Check your memory. Look at the numbers and try to restore as much information about cheerleading as possible.**

2. **a)** **You are going to listen to the radio interview with two cheerleaders. Put the interviewer's questions into the right order.**





1. What qualities does it take to be a cheerleader? 2. What advice can you give to those who have just started? 3. How did you get into cheerleading? 4. What lessons have you learned from cheerleading? 5. I'd like you to share a funny story that happened during the competitions.

b) **Listen to the interview. Check your ideas.**

c) **Listen again and complete the sentences with the missing information.**

Lee: 1. Lee is ... 2. He loves the excitement of ... 3. Lee believes a cheerleader has to set ... 4. Once at the competitions Lee started yelling ...

Mary: 1. Mary is a cheerleader for the Jr. High Boy's ... 2. She decided to become a cheerleader ... 3. Mary has learned to work ... 4. Once when the boys were watching the girls ... 5. Cheerleaders are advised to ...

3. **Discuss the questions below in pairs.**

1. Have you ever seen cheerleaders performing?
2. Was it fun to watch?
3. Do you support any team or a sportsman?
4. Are you fit enough to be a cheerleader?
5. Can you yell loudly?
6. Do you know any sports cheers?
7. Would you like to join cheerleaders?

4. **What do you know about cheerleaders in Belarus? Read the information under the photograph. Would you like to join the school?**



Ice Girls – the Bronze Medalists of
the Championship of Russia 2010
(represented Belarus)

Ice Girls are the Dinamo Minsk hockey club supporters. The group was organised in 2004 by Julia Bashko, who still leads the group today, and only consisted of 7 girls. Now it is a great team which represents "Energize" – cheerleading school.

5. **Work in groups of three. Role-play the interview from ex. 2. Use your own ideas for more questions and answers.**

LESSON 6. MAKE YOUR CHOICE

Communicative area: writing a review
Active grammar: Complex Object

1. Look at the photographs in this lesson. What do all these photos have in common?



2. a) Read the review of an event organised by BRSM. What kind of event was it? Did the author enjoy it?

The last time I came to Minsk was the end of September. The streets were still green, the sun was shining and I felt like going out for a walk. When my friend Tanya called by, we decided to visit some of the city's famous sights. Walking past a great black monument to a Belarusian poet, Tanya saw an advertisement for some event happening in Minsk Football Manezh right then. She was very excited to go and I had nothing more interesting to do, the youth forum seemed like a good idea. Its name, "Make your choice", sounded promising. It took us about 40 minutes to get there by metro and bus. The metro was very fast, clean and efficient. You wouldn't see this in America, but I saw people get up to let an elderly person have a seat! Very impressive and respectful.

Minsk Football Manezh turned out to be a huge modern building in Pabedzitelei Avenue. Just in front of the entrance

I noticed some old-looking cars and among them... Cadillac DeVille Continental Kits of 1959. I couldn't believe my eyes! Then we heard the music playing from the inside. When we entered the building, we saw a huge area that looked like an anthill with hundreds of young people moving, walking, and hurrying past me. We joined one pretty large group of people. It turned out to be the break-dance championship. We saw an unbelievable 15-year-old boy do fantastic tricks on the floor but unfortunately Tanya isn't much into break-dancing so I had to return later for the finals.

Well, I will never forget that day. In half a day I took part in a graffiti competition, tried our DJing, saw some gorgeous girls compete for "Queen of the Spring" (which was a bit unusual for September). I saw roller-skaters do amazing tricks and free jumps and enjoyed a live BMX (Bike Moto eXtreme) championship. I watched a Belarusian Guinness Book record-breaker hold two bikes on the move presenting his school of healthy style of life, played a Pioneer's trumpet and drums, tasted the most delicious pirazhki and made a clay pot.

Now whenever I look at that funny-looking clay pot, which I made by myself at that wonderful festival I have that warm feeling inside that makes me believe that it wasn't my last visit to that beautiful country Belarus.

b) Make a list of activities the tourist enjoyed in the forum.

3. a) Look at the underlined sentences. What sentences describe:

a) an action in progress; an incomplete action;
b) a short completed action; a fact

b) Match the types of sentences in the box in ex. 3a with the diagrams below.

A – **see** / **hear** / **watch** somebody **do** something
B – **see** / **hear** / **watch** somebody **doing** something

c) Read the information about grammar and answer the questions on pages 283–284.

4. **a)** **Work in pairs. Look back at the pictures in ex. 1. Describe what you can see.**

E.g. I can see a girl roller-skating.

b) **Why did you use scheme B from ex. 3 to describe the pictures?**

5. **Make one sentence out of two. Use structures A or B.**

E.g. Mum said something. I heard it. – I heard Mum say something.

1. John left the house. Grandma didn't see it. 2. The birds were flying South. I watched them. 3. The twins were watching cartoons and laughing. I heard them. 4. He had a cup of coffee. The waiter saw him. 5. Someone touched my shoulder. I felt it. 6. She turned pale. I noticed it.

6. **Write about the event you've been to. What did you hear / see / notice / feel / watch?**

LESSON 7. BE PREPARED

Communicative area: writing a review
Active grammar: Complex Object

1. **a)** **Work in pairs. What do you know about Boy Scouts?**

b) **What qualities of Boy Scouts are described by the cartoons below?**

1



2



2. a) Match the words below with their definitions. What do they have to do with Boy Scouts?

to develop *E.g. ... developed a local company into a worldwide business*	a) to know that it is something that has been seen / heard before
to include *E.g. The list includes the names of many famous writers.*	b) a group of people with common ideas, esp. a political or religious one; the organised action of such a group
success *E.g. ... the plan was a success*	c) to grow or improve with time
movement *E.g. ... a movement toward world peace...*	d) the achievement of something planned, or wanted
military *E.g. ... military discipline...*	e) have as a part, be made up out of
to recognise *E.g. ... recognise a face...*	f) of soldiers or armed forces generally, or war

3. a) Work in groups of five. Read the information in the card the teacher has given you. Use the tips below to prepare for retelling.

1. Look through the text to see what it is about.
2. Read your piece carefully.
3. Underline the key points in the text.
4. Think what you are going to say to make it sound simpler and easy to understand. If the sentence is too complicated, use your own words and style.
5. Cover the story and see how much you can remember.
6. Read the story again to remember important details.

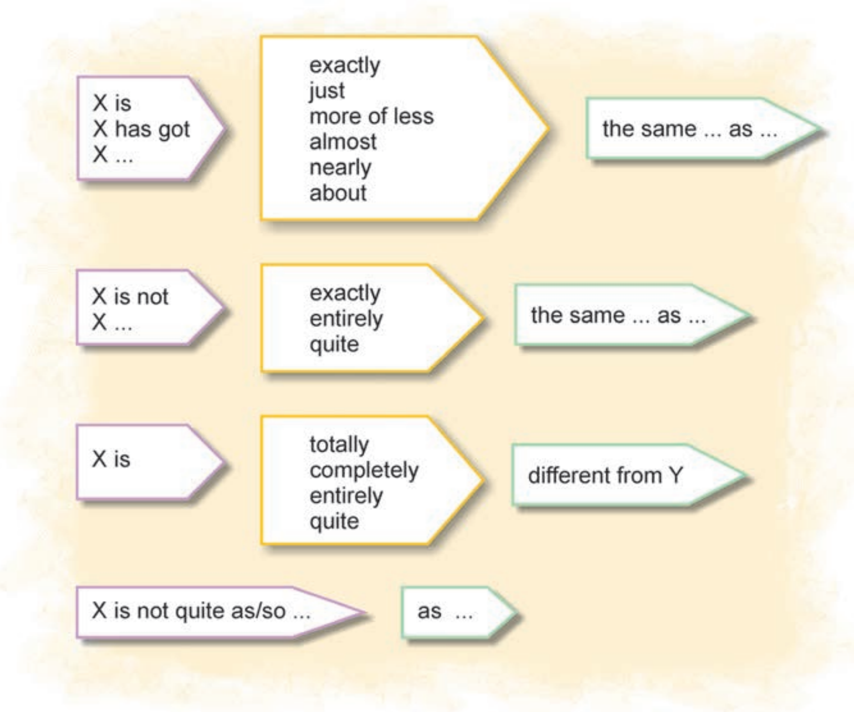
b) Work in new groups to share the information about scouting.

4. a) The chart below contains the information about the BRSM. Complete the second column of the chart.

	Belarusian Republican Youth Union (BRSM)	Boy Scouts
Founded	**6 September 2002,** after the merger of two Belarusian youth organisations, the **Belarusian Youth Union** (BYU) and the **Belarusian Patriotic Youth Union.** The BYU had been considered the legal successor of the Komsomol branch in the Byelorussian SSR	
Aims	- to promote patriotism - to create conditions for comprehensive development of youth - to fulfill its creative potential - to promote the development of the civil society in the Republic of Belarus based on patriotic and moral values	
Activities	camping, sporting events and visiting memorials; outdoor activities and sports, including football, running, swimming and hockey; concerts and competitions, charity and volunteering, construction brigades	
Uniform	–	
Symbols	 **emblem** based on the Komsomol badge and modeled on the Belarusian national flag  **flag**	

Membership	more than 500,000 members in Belarus (young people between 14 and 31 years old)	

b) **Work in pairs. Compare the two organisations. Use the diagram below.**



c) **Did you find more differences or similarities?**

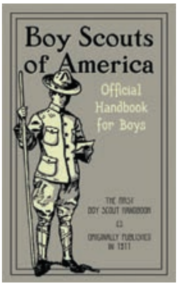
LESSON 8. BOY SCOUTS

Communicative area: inferring the meaning from context, writing a summary

1. Look at the covers of the books and answer the questions.

What kind of books are they? Who are they for? What kind of information will you find inside?





2. Do you think you would like to read these books? Why?

3. a) Listen and read the extract from one of the books. Why did the author put this story in the book?

The Elsdon Murder

(The following story, which in the main is true, illustrates generally the duties of a Boy Scout.)

A brutal murder took place many years ago in the North of England. The murderer was caught, convicted, and hanged chiefly through the scoutcraft of shepherd boy.

Woodcraft – The boy, Robert Hindmarsh, had been up on the moor tending his sheep, and was finding his way home over a wild out-of-the-way part of the hills, when he passed a tramp sitting on the ground with his legs stretched out in front of him eating some food.

Observation – The boy in passing noticed the tramp's appearance, and especially the peculiar nails in the soles of his boots.

Concealment – He did not stop and stare, but just took in these details at a glance as he went by without attracting much attention from the man, who merely regarded him as an ordinary boy.

Deduction – When the boy got near home, some five or six miles away, he came to a crowd round a cottage. The old woman (Margaret Crozier) who inhabited it had been found murdered.

All sorts of guesses were made about who had done the deed, and suspicion seemed to centre on a small gang of three or four tramps who were going about the country robbing and threatening death to anyone who made any report of their misdeeds.

The boy heard all these things. Then he noticed some peculiar footprints in the little garden of the cottage. The nail-marks agreed with those he had seen in the boots of the man on the moor, and he naturally deduced that the man might have something to do with the murder.

Chivalry – The fact that it was a helpless old woman who had been murdered made the boy's chivalrous feeling rise against the murderer, whoever he might be.

Pluck and Self-discipline – So, although he knew that the friends of the murderer might kill him for giving information, he cast his fears aside. He went at once to the constable and told him of the footmarks in the garden, and where he could find the man who had made them – if he went immediately.

Health and Strength – The man up on the moor had got so far from the scene of the murder, unseen, except by the boy, that he thought himself safe, and never thought of the boy being able to walk all the way to the scene of the murder and then to come back, as he did, with the police.

So he took no precautions.

But the boy was a strong, healthy hill-boy, and did the journey rapidly and well, so that they found the man and captured him without difficulty.

The man was Willie Winter, a gypsy.

He was tried, found guilty, and hanged at Newcastle. His body was then brought and hung on a gibbet near the scene of the murder, as was the custom in those days.

Two of the gypsies who were his accomplices were caught with some of the stolen property, and were also executed at Newcastle.

Kind-heartedness – But when the boy saw the murderer's body hanging there on the gibbet he was overcome with misery at having caused the death of a fellow creature.

Saving Life – However, the magistrate sent for him and complimented him on the great good he had done to his fellow countrymen, probably saving some of their lives, by ridding the world of such a dangerous criminal.

Duty – He said: "You have done your duty, although it caused you personally some danger and much distress. Still, you must not mind that. It was your duty to help the police in getting justice done, and duty must always be carried out regardless of how much it costs you, even if you have to give up your life."

Example – Thus the boy did every part of the duty of a Boy Scout.

He exercised – Woodcraft; Observation without being noticed; Deduction; Chivalry; Sense of Duty; Endurance; Kind-heartedness.

He little thought that the act which he did entirely of his own accord would years afterwards be held up as an example to you other boys in teaching you to do your duty.

In the same way, you should remember that *your* acts may be watched by others after you, and taken as an example too.

So try to do your duty the right way on all occasions.

Glossary:

duty – абавязак; **murder** – забойства; **convicted** – прызнаны вінаватым; **observation** – назіранне; **tramp** – валацуга; **concealment** – маскіроўка; **suspicion** – падазрэнне; **threaten** – пагражаць; **pluck** – смеласць; **chivalry** – рыцарства; **accomplices** – саўдзельнікі; **misery** – пакута

b) **Which of the qualities of Robert Hindmarsh do you possess? Which ones would you like to possess? Why?**

c) **Write the summary of the story. Use the tips below.**

How to Write a Summary in 7 Easy Steps

1. Look through the text you are going to summarise and divide it into sections.
2. Read straight through. At this point, you don't need to stop to look up anything that gives you trouble—just get a feel for the author's tone, style, and main idea.
3. Reread. Rereading should be *active* reading. Underline topic sentences and key facts.
4. In steps 1–3, you divided the piece into sections and located the author's main ideas and points. Now write down the main idea of each section in one well-developed sentence.

Make sure that what you include in your sentences are key points, not minor details.

5. Review the sentences you wrote in step 4. From them, you should be able to create a thesis statement that clearly communicates what the entire text was trying to achieve.
6. Ready to write. You can use the thesis statement as the introductory sentence of your summary, and your other sentences can make up the body. Add some transition words (*then*, *however*, *also*, *moreover*) that help with the structure.
7. Revise your summary for style, grammar, and punctuation.

LESSON 9. TEST YOUR LIMITS

Communicative area: talking about a youth organisation

1. How many of the following can you do?

1. Name three international organisations. 2. Name one religious organisation. 3. Remember two mottos of youth organisations. 4. Draw one emblem of a youth organisation. 5. Invent a name of a youth organisation.

2. a) Listen to three teenagers speaking. What organisations are they involved with?



Tony



Steph



John

b) Who mentioned the following?

1. The motto of the organisation. 2. When they started. 3. Why they started. 4. The best experience they have had. 5. What they

have achieved. 6. Who they recommend their organisation for. 7. The activities they take part in. 8. How often they meet.

c) Listen again. Take notes to give detailes on the information in ex. 2b. Check in pairs. Then as a class.

d) What else can you talk about when you describe an organisation?

3. a) Work in pairs. You are going to talk about a real or imaginary organisation you belong to. The aim of your speech is to find new members. Follow the steps.

Step 1: Decide on the type of organisation you both belong or would like to belong to. Give it a name, a motto and think of the aim it is trying to achieve.

Step 2: Think over the details: members, meetings, activities, events.

Step 3: Prepare to talk about its everyday work and achievements, and your personal involvement.

Step 4: Think of the information that can help you recruit new members.

Step 5: Rehearse your speech.

b) Walk around the class and talk to as many people as possible. Try to talk as many people as possible into joining your organisation. While listening to the others think of what organisation you would like to join yourself.

c) Write the name of the organisation you'd like to join and your name on a card. Hand in the card to the members of that organisation. How many new members have you managed to recruit?

Project: RUN A CAMPAIGN

1. Look through the list of campaigns. Which one would you like to run?

Anti-smoking

Animal Rights

No Vandalism

Senior Citizens Support

2. Read some tips on making a campaign poster. Note down the ideas you'd like to remember. Follow the stages above to make your poster or use your own ideas and style.

During a campaign, the central aim is to communicate a message to as many people as possible and to win them over.

1. Get clear about your aim.
What do you want your campaign to achieve? Choose the general message or messages you want to convey. This can be either a straightforward call to support or vote for something, or it can present a specific campaign event.

2. Choose a central theme for the campaign.
Make your primary message the call-out or headline. Try to get honest about the main idea. What about it is really important to you (as opposed to what *should* be important)? Distill that essence into one word or a very short phrase. For example, my topic for one campaign was LIVE!

3. Find or take photos that illustrate your theme.
Choose several photos that support your topic. Three to five seems to be enough. Make sure that something about each one of them makes your heart beat faster.

4. Make up a caption for each photo.
You'll be using the theme you chose in tip 2 as the title. Now write a more specific phrase about that theme for each of the photos you have chosen. Keep them very direct, simple, and meaningful to you. Here are the taglines for my LIVE! campaign: Build whatever you can imagine. Grow something beautiful. Work hard. Get dirty. Go outside. Feel it all.

5. Make a sketch
Sketch the layout of your poster. Keep the information simple and clear. Make the headline your largest, most readable text. Put your organisation name and emblem on the poster as well.

6. Display your poster.

UNIT 5
ART

LESSON 1. IS IT ART?

Communicative area: inferring meaning from context
Active vocabulary: content, audience, abstract, visual, sculpture, installation, photography, graffiti, statue, design, to communicate

1. **a) Listen to the questions about art and think of the answers. Are you an expert on art?**

1. What is art? 2. What are the forms of art? 3. Is there a size limit to art? 4. Is art defined by its materials? 5. Does art have to be understandable? 6. What about abstract art? 7. Is all art good art? 8. Does art have to be beautiful? 9. Does art have to "say" something?

b) Look at the pictures below. Which of these works would you call pieces of art? Share with your partner.

1



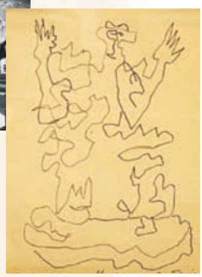
2



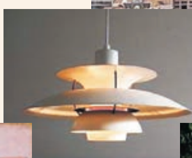
3



4



5



6



7



8



9



2. a) **Listen to a radio interview with Shelley Esaak, a portrait artist, graphic designer, writer and educator. Who do the following definitions of art belong to: Shelley Esaak, Leo Tolstoy, Frank Zappa, art researchers or people in the street?**

1. Art is something that is both **functional** and, hopefully, beautiful. 2. Art is more than just beauty. Art must create an **emotional** link between artist and viewer, one that "**infects**" the viewer. 3. Art is something that makes us more thoughtful and well-balanced humans. 4. **Art** is making something out of nothing and selling it. 5. Art is **form** and **content**. 6. Art is paintings and statues. 7. Art is actually about **communicating** the feelings of the artists.

b) **Work in pairs. Explain what the words in bold mean. Then listen again and check your ideas.**

c) **Check your memory. Which of the following types of visual art does Shelley mention?**

architecture, animation, collage, comics, computer art, design, drawing, filmmaking, graffiti, illustration, installation art, painting, photography, printmaking, sculpture

3. a) **Match the captions with the pictures in ex. 1b.**

a) Osip Zadkine, *Head of a woman*, 1931; b) Sean Kenney, *Monkeys*, 2010; c) Norman Foster, *30 St Mary Axe*, 2003 d) Philippe Halsman, *Dali Atomicus*, 1948; e) Paul Henningsen, *PH5-Lamp*, 1958; f) Marc Chagall, *Above Vitsebsk*, 1914; g) Penelope Thompson, *Rantrees*, 2010; h) Kazimir Malevich, *Reservist of the First Division*, 1914; i) Osip Zadkine, *Personnage*, ac. 1880–1945.

b) **What types of visual art do the pictures illustrate?**

c) **Answer more questions about the pictures. Which piece(s) of art:**

a) is a design of Baron Foster of Thames Bank? b) is a classic icon of mid century modern Scandinavian design? c) is created to make people feel what the summer rainy season in Korea is like? d) is made of Lego bricks? e) pictures a famous artist? f) is worth $1 million and was stolen from a museum in New York

in 2001, and found a year later in a Kansas post office? g) were on display at The Philadelphia Zoo? h) is known as always stylish, elegant and beautiful? i) is made from lava stone? j) is informally known as "The Gherkin" (a small cucumber, usually pickled)? k) is a part of an ecological project? l) took 6 hours, 28 jumps, and a roomful of assistants throwing angry cats and buckets of water into the air to make? m) is designed with oil, printed paper, a postage stamp, and a thermometer? n) is in London's main financial district, the City of London? o) were created by Belarusian artists?

4. Choose the odd one out and explain why.

1. sculpture, model, statue, monument
2. graffiti, illustration, painting, architecture
3. abstract, visual, literary, performing
4. installation, statue, photography, architecture
5. designer, audience, artist, architect

5. Discuss the questions in small groups.

LESSON 2. PAINTING AS POETRY

Communicative area: inferring meaning from context, describing a painting
Active vocabulary: exhibition, to portray, influence, to exhibit, background, foreground

1. Look at the paintings below. Discuss in pairs what information the paintings give about the artist.



I and the village, 1911



The three candles, 1938–1940



View of Paris, 1969

2. Read Marc Chagall's biography. Were your ideas right?



If we are to learn about Mark Chagall and his art we must look to his relationship with his childhood home town. Marc Chagall entered this world on July 7, 1887 in a poor Jewish family in Vitsebsk. He was the eldest of ten children. Despite the poverty, the boy never went hungry and his childhood was happily filled with rich experiences of the rural countryside, suburban blocks with small wooden houses and backyards filled with children and animals. He learned the violin and was given singing lessons, and from an early age he drew and wrote poetry. Chagall began to display his talent while studying at school and against his parent's wishes the boy decided that he wanted to be an artist. After a furious argument with his father, he left in 1906 for St. Petsiarburg with nothing but a few roubles.

In 1907, he began studying art with Leon Bakst. It was at this time that his distinct style began to develop. Life was difficult in the Russian capital during such unsettled times. After two years, he was able to find a friendlier environment at the Zventseva School where he shared a studio with Talstoy's daughter Vera and the dancer Niajinsky. In 1910, Chagall found a patron, who agreed to pay for his studies in Paris. It was during this four-year period in Paris that he painted some of his most famous paintings of the Jewish village, and developed the unique style of his art. Strong and bright colours began to portray the world in a dreamlike state. Fantasy, nostalgia, and religion began to mix together to create otherworldly images. Robert Delauney's use of Cubist technique and his lyrical sense of colour was a strong influence on Chagall's ideas.

In 1914, before the outbreak of World War I, Chagall sent a few paintings to the avant-garde exhibitions in Russia but he sold very few. During the war, he resided in Belarus and married his fiancée Bela. Their first child, a daughter named Ida, was born in 1916. In 1917, he was appointed director of the Free Academy of Art in Vitsebsk. He became a founder, director, and the most popular teacher at the Academy.

In 1922, Chagall left Vitsebsk, settling in France one year later. Many of the paintings he had left there years before had disappeared from his studio. Finally after a period of hardship his work began to pay off and by 1930 his name was known worldwide.

In addition to images of the Jewish world, Chagall created a series of over 100 etchings illustrating the Bible, many of which include elements from folklore and from religious life in his homeland.

> etching – printmaking from metal plates

During the World War II years Chagall was kept busy with a series of works for theatrical and ballet designs.

In 1985, Marc Chagall died just as his first major exhibition was closing in Russia. Throughout his artistic life he assimilated many of the modern developments in art into his own personal style. Chagall was also one of very few artists to exhibit work at the Louvre in their lifetime.

3. Are the statements below True or False? Correct the False statements.

1. Chagall's childhood was poor and unhappy. 2. Chagall's parents didn't support his dream to become an artist. 3. He painted all his famous works in Paris. 4. Chagall had to stop working during the two wars. 5. The style of Chagall's artwork is Cubism. 6. Chagall was great at different types of art. 7. Unfortunately, Chagall's paintings didn't see many exhibitions during his lifetime.

4. a) Listen to an expert talking about one of Chagall's paintings. Which painting is it?

b) Check your memory. What didn't the expert talk about?

influence, colours, style, facts from biography, symbols, background, foreground, the viewer's emotions, the authors' ideas

c) **Listen again. Take notes to continue and complete the following phrases.**

1. Influenced by... 2. The painting is a ... representation of ... 3. The whole could be viewed as ... 4. Clearly exhibiting... 5. The colours are... 6. The painting is full of... 7. In the foreground of the painting ... 8. In the background ... 9. ... catch the viewer's attention... 10. … illustrates...

5. **Try to reproduce the expert's description of the painting in pairs.**

6. a) **Prepare to describe another painting by Marc Chagall. Use ex. 4b and the tips below for help.**

Remember:

- name of artist and picture, year of origin (if known)
- short description of the scene (e.g. place, event)
- details (who / what can you see)
- impression on the viewer
- artist's intention
- colours, forms, proportions, etc.

b) **Write a short description of a Marc Chagall's painting.**

LESSON 3. STREET ART

Communicative area: expressing an opinion, reasoning
Active vocabulary: legal, illegal, to ban

1. **Read some facts about graffiti in Britain. Discuss in pairs which of the facts are not true.**

A. Graffiti has existed since ancient times, with examples dating back to Ancient Greece and the Roman Empire.

B. Cleaning up graffiti costs millions of pounds a year.

C. Graffiti is now so popular; it can be seen in many museums and art galleries.

D. Graffiti is the second common type of property vandalism (35%) in UK.

E. Sotheby's auction house in London auctioned some works of Banksy (British graffiti artist), reaching over £102,000 for his *Bombing Middle England*. Two of his other graffiti works, *Ballerina With Action Man Parts* reached £96,000 and *Glory* sold for £72,000.

F. Microsoft, Coca Cola, McDonald's, Toyota, and MTV have used graffiti to make their products popular among young people.

2. a) **Read the article below. What problem does Britain face? What do the authorities offer to solve it?**

The Plan to 'Legalise' Graffiti

By *Jonathan Duffy*

BBC News Online

Graffiti is illegal art and it's everywhere in 21st century Britain – on park benches and street signs, bus shelters and phone boxes, in car parks and train stations.

Authorities spend millions of pounds cleaning up after graffiti vandals and Tony Blair has lumped graffiti with drugs and mindless violence as "bad symptoms" of modern society.

In a hard hitting speech at last week's Urban Summit, Mr. Blair announced plans to ban the sale of spray paints to under-18s.

But at the same summit, delegates heard an entirely different view. Instead of dismissing graffiti as vandalism, we need to "legalise" graffiti by funding giant murals in prominent innercity sites, they were told by Kurt Iveson, an expert on urban issues.

Dr. Iveson wants to see graffiti walls, which are set up and run as ongoing-projects, for artists to exhibit their work.

The idea has the backing of Andrew Pelling, a Conservative member of the London Assembly.

"Companies use graffiti imagery all the time to promote things to young people," says Mr. Pelling. "We have to accept that graffiti is part of their lives. So, I think graffiti walls are needed and, if they are going to mean anything, they need to be in prominent places."

Graffiti vocabulary:
to bomb – to paint many surfaces in an area;
mural [ˈmjʊəˌrəl] – a large graffiti painting, that often incorporates 3-D effects, many colours and colour-transitions, as well as various other effects;
tag – a stylised signature, normally done in one colour; the simplest and most common type of graffiti;
writer – a graffiti artist

b) **What facts from ex. 1 are mentioned in the article?**

3. a) **You are going to listen to people in the street and answer the questions below. What do you think people will say? Do you want to see more graffiti around town? Would you welcome graffiti walls?**

b) **Now listen and answer the questions in the first column.**

Which speaker:	Follow-up question
1) supports the idea of mural wall in spite of negative experience?	Why didn't the walls work?
2) is for putting mural walls?	Why?
3) is a member of anti-graffiti organisation?	What's the name of the organisation?
4) believes graffiti artist risk their lives?	Why?

5) is against making graffiti legal?	Why?
6) mentions two types of graffiti writers?	What are they?
7) invents a punishment for graffiti vandals?	What kind of punishment is it?
8) describes another country's experience?	How do the authorities solve the problem?
9) says why he enjoys writing graffiti?	Why?

c) Listen again. Note down the details to answer the questions in the second column.

4. Work in pairs. Describe the pieces of graffiti found in Belarusian cities' streets. Do you find them artistic?






5. Discuss the questions below in pairs.

1. Have you seen graffiti in your town / village? Was it mostly tags or murals? Are there any authorised mural walls nearby? 2. Does graffiti make your town / village look better or

worse? In what way? 3. In your opinion is graffiti art or vandalism? Would you welcome graffiti on the wall of your house? 4. Is graffiti illegal in Belarus? Do you believe graffiti should be banned? Why? 5. Have you ever graffitied? If yes, would you like to take part in a graffiti exhibition? If not, do you think it's easy to make? Would you like to learn how to do it? 6. If you were taking part in a street art exhibition, what theme for your graffiti would you choose?

LESSON 4. ARTWORK

Communicative area: guessing, describing a job
Receptive grammar: the Past Perfect Continuous Tense

1. **Work in pairs. Write a list of jobs in art.**

2. a) **Here's the list of some of the jobs connected with art. Match the jobs in the box with their description.**

1. Fashion designer. 2. Critic curator. 3. Interior designer. 4. Graphic designer. 5. Historian. 6. Fine artist. 7. Make-up artist. 8. Web designer. 9. Sculptor.

A. They can work for a newspaper or an art publication. They review new exhibitions and art works. A keen interest in both the arts and writing is necessary.

B. They select artists to participate in an exhibition, perhaps by genre, style or era. You can study these courses at many universities.

C. They influence everything we wear. They could work independently, for a large fashion house or even for the high street.

D. They spend many hours working alone in the studio to communicate ideas and feelings with the world through their art. They work on visual art projects but their work is not commercial. They make art ultimately for art's sake and exhibition.

E. They can design anything from posters to packaging. They can earn a good salary, working in a busy, usually city of-

fice with high-energy people in a competitive environment. They usually do a university course to learn things like design principles, use of text (fonts), communications theory and photography. Computer skills are very important as most of their work is created on computer.

F. They research and write about the history and context of art. They can look at any period or movement of art from ancient art to contemporary art. Often their work involves writing a book.

G. They can design the decoration of individual houses choosing everything from the floor coverings to the furniture. Large scale developments of houses or apartments often hire them to create a 'look' for the development.

H. They work on film sets, fashions shows, photo shoots and much more. Successful professionals often design their own make-up ranges for example Ruby & Millie.

I. They can work on any scale from a small clay model to a large scale metal piece. They can work on private commissions for individuals as well as large pieces for public spaces.

J. They use their creative skills to design interesting and eye catching websites. Since there are millions of websites available on every topic imaginable it is essential that a web designer can create a website with flair that will stand out and be noticed.

b) Discuss the questions below in pairs.

1. In which of the jobs above do you need: computer skills, fluent English, ability to sell yourself, higher education, good language skills? 2. Which of the jobs involve(s): painting or drawing, teamwork, responsibility, writing some texts? 3. Which jobs could interest you as a future career?

3. **a) Listen to Wendy R. Gram talking about her career. Put the questions in the order they are answered.**



What training did you have? Where do you get your ideas? Have you got any final advice to offer? When did you start creating art for gift items? Why did you choose to become an artist?

b) Listen again and choose the right answers to the questions below.

1. **When did Wendy start her career?**
   a) At 8.
   b) Since she could remember herself.
   c) At 25.
2. **Why did Wendy leave school?**
   a) She didn't enjoy art class and theatre.
   b) She didn't learn anything new in most lessons.
   c) She read high school and college texts.
3. **At 12 Wendy:**
   a) designed clothes for herself.
   b) designed clothes for her dolls.
   c) designed clothes for her mother.
4. **She runs an animal shelter:**
   a) to draw animal portraits.
   b) to find pet owners.
   c) as an act of charity.
5. **What jobs in art has she done?**
   a) Book illustrator, clothes designer, artist.
   b) Clothes designer, artist.
   c) Book illustrator, clothes designer.

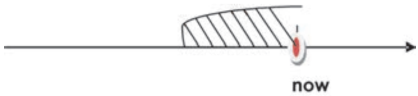
4. a) Look at the sentences from the interview. Which of them illustrate the Past Perfect Continuous Tense?

1. I had already written and illustrated my first book at the age of three, two years before starting school. 2. In K-5 I sat through their baby classes bored out of my mind, because I had already been reading and writing for two years. 3. By age six I'd been drawing, designing, and sewing my cloth doll's wardrobe. 4. Before I finished the book, I began drawing art designed specifically for greeting cards.

b) Choose the diagrams that illustrate the Past Perfect Continuous Tense?

1. had + been + V-ing
2. had + being + V III

a) 

b) 

c) Read the information about Past Perfect Continuous on pages 284–285 and check yourselves.

5. a) Look through the message. What could the job of the person who wrote it be? What could Katherine Stern's job be?

I'm sorry I left without you last night, but I told you to meet me early because the presentation started at 8:00. I **had tried** / **had been trying** to get it right for years, and I didn't want to miss the beginning. By the time I finally left the cafe where we were supposed to meet, I **had had** / **had been having** five cups of coffee and I **had waited** / **had been waiting** over an hour. I had to leave because I **had arranged** / **had been arranging** to meet Katherine Stern in front of the gallery.

When I arrived, Katherine **had already come** / **had already been coming** inside and she was talking to the first guests near the entrance. She was really angry because she **had waited** / **had been waiting** for more than half an hour.

Katherine told me you **had been** / **had been being** late several times in the past and that she would not make plans with you again in the future. And in the future, I suggest you be on time!

b) Choose the right tense to complete the message.

6. Play a card game in small groups.

1. Get a set of job cards from your teacher. 2. Put all cards face down. 3. Student 1: Pick a card and describe the job in the card. The Student that guesses the job gets the card. 4. If you can't describe the job, give the card to Student 2. Student 2: Follow step 3. 5. The winner is the Student that collects more cards.

LESSON 5. DECODING A PHOTOGRAPH

Communicative area: describing a photograph, expressing opinion
Active vocabulary: impression, to impress, intention, expression, to express

1. Match the definitions with the description of genres in photography.

1. Fine art photography	a) the primary focus of which is to sell products or services.
2. Photojournalism	b) refers to photographs that are created in accordance with the creative vision of the photographer as artist.
3. Commercial photography	c) provides visual support for stories, mainly in the print media.

2. a) Listen to the pronunciation of the words below and mark the stress.

PHotograph, pho**TO**grapher, pho**TO**graphy, photo**GRA**phic

b) Practise saying the words.

3. a) Discuss the questions below in pairs.

1. Is photography a popular hobby in Belarus? 2. What do people usually take pictures of? 3. Do you enjoy watching someone else's photographs? 4. How often do you look through the photos you've taken? 5. Are you proud of any photos you've taken? 6. What is a good photograph?

b) Complete the following description of a good photograph with your own ideas.

A good photograph is the one that communicates a ..., touches the ..., leaves the viewer a ... person for having seen it. It is, in a word, ...

c) Listen to Irving Penn's version.

4. a) **Look at the photograph from the *bestphotosever* website. What can you guess about the scene, time, etc.? Describe the photograph.**



100-year hand. Photo by Alex, England, February 19, 2007

b) **Read the comments that the photographer and the viewers have left. Did you have similar ideas?**

Alex: Through wars and through peace to now. This is the first photo of just a hand that I took, and it came about by accident. I was driving this lady to a clinic, and we had to wait in a car park. I had my camera in my lap (you know how you do in case something photographic turns up,) when I happened to notice the light falling on her hand that was guarding her handbag. Camera on lap, screen facing up looking down for a rough sighting and auto-focus, I managed a shot before she moved. Imagine my delight (and surprise) when this image came up on my monitor. Talk about luck.

Alterednate: Great capture, it really does speak 1000 words.

Nony vogue: Wow, the lighting is amazing. This is quite the shot. I'll add it to my faves.

Lynn Morag: It's a beautiful snapshot – just think what experiences that hand has lived through – from the turn of the century in a world when the motorcar was rarely seen, no streetlights, houses without electricity ...

Cilest: Very impressive! Sensitive and beautiful light. Wish I had taken it.

Swirl: Gorgeous pic :)! more proof that we outlive our bodies...

Bainers: When I first looked at this photograph, I thought it was in black and white. But, it is not. I really like this.

HKCB: A really beautiful portrait. I'm impressed. The framing and focus are excellent.

Rongzoni: There is so much strength and character in this portrait – I can feel her eyes looking out across history, with

tears of sadness and joy! It makes me remember my grandmother too, with great affection!

Ted Foo: Beautiful and touching! What might this hand and its owner have been through in their life? Every wrinkle tells a story.

c) Look through the text again. Find:

a) different ways to say the word "photograph";
b) useful words and phrases to describe a picture;
c) a comment you agree with.

5. a) Read the article called *Decoding the Photograph*. What was it written for?

Decoding the Photograph

To decode a photograph, it is useful to follow a methodical process consisting of four stages: describing, analysing, interpreting and evaluating.

Describing

In describing the photograph, you must first make note of as much important, factual information as is available. Does the photograph have a title? When and where was the photograph taken? Look at the subject matter and describe it as clearly as you can. Are there people in the photograph? Is it a landscape? List as many facts as you can. Finally, look at the elements of design: colour, line, shape, form, space and texture.

Analysing

The photographer makes certain decisions about how the photograph will be composed, and about when and where it will be taken. What draws your eye immediately? Why? Also, look closely at other perhaps less important, details. What information can they give you?

If there are people in the photograph, how old do the people appear to be? What do you think the relationships between the people are? What do facial expressions and body language suggest?

What is going on in the background? What time of day does it seem to be? Think about overall mood or feeling. Finally, how do the various elements work together?

Interpreting

In interpreting the photograph, summarise the information that you have discovered through your description and analysis. Can you now say exactly what is happening in the photograph? What is the photographer trying to say; that is, what is the intention of the photographer?

Evaluating

The final stage of your decoding is an evaluation. What do you think about the work?

b) Match the expressions below with the stage of decoding a photo.

1. The picture was taken … 2. It's an image of ... (place, person, scene). 3. The picture shows ... (place, person, scene) from a distance / a bird's eye view. 4. You look at ... (place, person, scene) from ... (above / behind / ...). ... gives the impression of depth. ... (person) seems to look at the viewer. 5. The viewer's attention is focused on ... 6. The painting is … (vivid / happy / expressive). 7. The picture makes the viewer feel ... (sad / happy). 8. The picture inspires the viewer to think about ... 9. The artist mainly uses ... (colours / forms / ...) to express ... 10. He / She (probably) wants to ... (criticise / express / show ...) 11. What the artist / photographer / painter wants to point out is ... 12. It seems / appears to me that ... 13. The problem illustrated here is ... ... symbolises ... ... is typical of ...

6. Write the description of the photograph in ex. 3. Use the information above for help.

LESSON 6. WHICH SIDE UP?

Communicative area: describing a painting
Active vocabulary: to interpret

1. Look at the abstract paintings. Four of them were created by art students, one was painted by a world famous artist. Read the information about the artist and try to guess which painting belongs to him (p. 139).



1



2



3



4

Jackson Pollock (January 28, 1912 – August 11, 1956) an influential American painter and a major figure in the abstract expressionist movement. Some of his paintings are worth more than $150 m.

2. a) **Listen to a part of a lecture on understanding abstract art. What should you do to understand it?**

b) **Listen again. Does the lecturer mean the following?**

1. Abstract art has been around since we were cavemen. 2. Abstract art is difficult to understand because you don't know what to start with. 3. You decide what an abstract painting is about. 4. People believe that because an abstract painting doesn't look like anything, then it is not "about" anything. 5. Abstract artists can draw or paint realistic paintings. 6. It is best to see abstract art in person to truly get the full effect. 7. Knowing the artist's idea behind the painting helps to understand the painting better. 8. You should look at an abstract painting the way you listen to music. 9. To un-

derstand abstract art you just need your imagination. 10. We don't need to know *exactly* what the artwork is supposed to be about in order to enjoy it.

c) Discuss in pairs. Are the sentences that don't come from the lecture true about abstract art? Give reasons.

3. a) According to the lecturer, what should the viewer do to understand abstract art?

b) Look at the paintings in ex. 1 created by art students and follow the lecturer's ideas. Can you describe them now? What do they make you think of?

c) Work in small groups. Discuss the paintings. Do you have similar ideas?

4. a) What did the lecturer say about the painter's intentions?

b) You are going to listen to the art students talking about their works in ex. 1. What do you think the images below have to do with the paintings?



traffic lights



heron



guitar

c) Listen and match the paintings in ex.1 to the stories.

d) Listen again. Take notes on the details in the stories. Then tell the story behind each painting.

5. a) Choose one abstract painting in ex. 1 to describe. Use the unit vocabulary for help.

b) Describe the painting. Whose description was the most impressive?

LESSON 7. ART THERAPY

Communicative area: discussing, explaining
Active vocabulary: depression, therapy

1. **Look at the pictures below. What kind of art are they? Describe what you can see in each picture. What do you think the objects in the collage symbolise? How can you interpret the situation in picture 2?**

1



Dolphin Guide, Laura Hollick

2



S.P.I.C. The storyboard of my life, Robert Castillo

2. a) **You are going to read a story about art in people's life. Student 1 read story A. Student 2 read story B (page 267). Were your guesses in ex. 1 right?**

A



When I was working as a truck driver (could you imagine that I did that?), I was deeply unhappy. I felt the Universe was playing a trick on me. I was sure I had a clear aim to be a leader, guiding people to listen to their heart and follow their dreams. Yet here I was doing the exact opposite! Each day I went to work and cried and complained about how wrong it was, and how completely silly it was for me to be driving this truck. I was suffering from depression and needed serious help to get out of it.

One day I cried so much I could have made an ocean. That was the day I received a vision of myself being peacefully guid-

ed through the ocean of tears to a magical place where my dream was waiting for me.

The vision was so real I knew I needed to create something to capture it. So, I created a Soul Art collage with a dolphin guiding me (that's me with the crown) through the ocean of tears to a place that felt like home. The following day, after I completed the collage, I brought it to work with me and put it on the dashboard. That collage sat on the dashboard for months.

Every day the collage gave me messages and insights and reminded me of my dream and let me know everything was going to be okay. I stopped crying and instead started getting ideas for what I could do to make my dream come to life.

Now, fast forward to today, I am an award winning artist and a shaman, and I run Soul Art studio, which is a successful business guiding people to create their life and business as an expression of their spirit.

This art saved my life and kept me from falling into a trap of leading a life that was not for me. It gave me the courage to go for my own unique path and make my dreams a reality!

b) Answer the questions about the story.

1. Who is the story told by? 2. What was the person's life like? 3. What difficulties did they have to cope with? 4. What role did art play in their life? 5. How is their professional life connected with art?

c) Prepare to tell your partner your story.

Read the story again carefully thinking of what you are going to say and what words you are going to use. Note down some names and places. Use the questions in ex. 2b to practise retelling.

d) Work in pairs. Take turns to retell your stories. What do the stories have in common?

3. Discuss the questions in pairs.

1. How did art help Laura? Why did Laura have a vision? Why was the collage so important? 2. In what way did art help Robert? Why do you think Robert started drawing? 3. In what way can creating art help people? 4. What is art therapy?

4. a) **Listen to Caroline Delley (Irish Association on Creative Arts Therapists) answering the questions about art therapy. Do you think you need art therapy?**

b) **Look at the questions from the interview. Can you try and answer them? Listen again and check.**

1. What is art therapy? 2. Who is it for? 3. What skills do you need? 4. What is the aim of art therapy?

c) **Imagine you are going to explain in your own words what art therapy is to your 7 year-old cousin. Practise in pairs.**

5. **Imagine you are taking part in an art therapy session. Discuss the questions below.**

1. Would you prefer individual or group work? 2. What type of art would you prefer doing? 3. What area would you choose to work on: a) some of the difficulties in your everyday life; b) your character; c) your past; d) your wishes and dreams; e) stress relief; f) depression. Why?

LESSON 8. PYROMANIA

Communicative area: inferring meaning from context

1. **You are going to read a story from a *Teen Ink* magazine. Read about the magazine and decide if you would like to read it.**



Welcome to "Teen Ink", a national teen magazine, book series, and website devoted entirely to teenage writing, art, photos and forums. "Teen Ink" magazine offers some of the most thoughtful and creative work generated by teens.

We offer teenagers the opportunity to publish their creative work and opinions on the issues that affect their lives – everything from love and family to teen smoking and community service. Hundreds of thousands of students have submitted their work to us and we have published more than 45,000 teens since 1989.

2. a) Listen to the story submitted by the Horsegirl, Minneapolis, and follow in the book. What kind of story do you think it might be?

detective, thriller, adventure, fairy-tale, comedy, drama, romance

Pyromania

I only came to the art gallery because my friend Clarice had invited me. Clarice belonged to a group of artists that called themselves the Ravens, because, as Clarice explained to me, the Raven is a traditional symbol of creation. The Ravens all share a studio, and twice a year, have gallery shows where people can buy their art. The art is awfully modern, and abstract, and to me, pretty boring. But when Clarice specifically asked that I come, I felt it would be rude to refuse. Clarice was really excited about showing me the other Ravens, and their art. Right now, she was leaning nervously on a wall next to her newest painting, a swirl of colour, all spiraling up towards the top. "It's called Fern," she told me proudly. "Fern? Why Fern?" I had asked. Clarice looked at me, her eyebrows going up. "Because it is a fern," she explained in a patronising voice. Clarice looked just as she always did, in her knee-high suede boots and denim skirt, but she looked a lot more anxious than usual. She was always anxious in the months leading up to shows, working feverishly to get one last painting done. "I'm going to look at the other art," I told her. She just nodded deafly, and put one hand over her stomach. Clarice is fond of telling the story of her first exhibition ever, where she threw up from nervousness right before it started. I hoped she wouldn't now. I strolled aimlessly around the large airy room. It smelled of paint. I hardly glanced at the art though. It was the artists I looked at. People have always fascinated me. I love to watch people and wonder what their story is. I guess you could call me an expert in people watching. Some people show their souls in their faces, and some you have to look at their eyes to see what they're like. Some people have mysterious looking faces, that don't give you one clue what their story is. Suddenly, one of the paintings caught my eye. I walked over to it. "What's this one called?" I asked the artist. She had light blond golden hair that was cut to just

below her ears and a serious expression. She was wearing a tee shirt that said "I Used Up All My Sick Days... So I Called In Dead". "Pyromania," she responded. Her voice was loud and harsh, like she had a sore throat, but was trying to talk normally through it. I stared at the painting, and I don't know how long I stood there and gazed at it. It was huge, and it was hung in a little niche in the wall. It was very abstract, and not a picture of anything, but it was clear that the painting was portraying a flame. At the bottom of the canvas was a light blue colour, but not sky blue. This was an intense, almost silver colour. Then it blended into light golden colours that zigzagged angrily upwards. Next came dark orange, curling and interweaving with reds and golds and yellows, like an intricate glass sculpture. The most amazing thing about the painting though, was not the colour, but the texture. The paint was so smooth that it looked like a liquid, a gas. The image didn't look solid; I felt like if I put my hand on it, it would go right through. It was violent, but had a fierce kind of beauty at the same time. I surreptitiously checked the plaque on the wall next to it. "It's for sale," I remarked to the artist. "Yeah, it is." "And nobody's bought it yet?" "No, no one." "I'll take it." The artist smiled a small smile. When I told Clarice, I'd bought the painting, I noticed that her worried look slightly deepened, but she said nothing except "I think she'll be glad to be rid of it." "What do you mean?" I asked, a little worried myself. "Oh, you know, it was pretty inconvenient to have around..." her voice trailed off and she resumed fidgeting nervously. About a week or so later, after I'd gotten the picture mounted nicely on the wall opposite my bed, I understood what she meant. One morning after I got up, ...

b) Read the story again. Look up the glossary to check the meaning of the words you don't understand. What do you think happened next in the story?

Glossary:
swirl – віхор; **fern** – папаратнік, папараць; **anxious** – трывожны; **throw up** – званітаваць, вырваць; **pyromania** – піраманія; **flame** – полымя; **blend** – пераходзіць з адцення ў адценне; **interweave** – пераплятацць; **plaque** – (*тут*) металічная таблічка; **to be rid of** – пазбавіцца

c) **Work in small groups. Invent different endings for the story depending on the story type. The story has to end in 4–5 sentences.**

d) **Work individually. Write the ending for the story.**

3. **Listen to the end of the story. Has anyone guessed it right? What type of story is it?**

4. **Use the coloured crayons or paints to reproduce the painting the author bought.**

LESSON 9. EXAM PRACTICE

Communicative area: comparing and contrasting pictures

1. a) **Discuss the questions in pairs.**

1. Have you ever taken a language exam? 2. What do students have to do in a language exam? 3. Have you ever heard of the FCE? 4. Have you ever considered taking the exam?

b) **Read about the FCE and think if you would like to take it one day? Why?**

The **First Certificate in English (FCE)** is one of the international examinations available from University of Cambridge ESOL Examinations in England.

FCE is for you if you can…

– understand texts from a wide variety of sources

– use English to make notes while someone is speaking in English

– talk to people about a wide variety of topics

– understand people talking in English on radio or television programmes

2. a) **Look at one of the exam tasks. What language skill does it evaluate?**

Individual task

1. You will be given two photographs and asked to compare and contrast them, and give your opinion about them.

2. You will only have one minute to do this. Try to keep talking; avoid any long gaps.
3. The pictures may show anything, but typically the subject will be: a building, a landscape, a town, a person (or a group of people) doing something.
4. You can keep looking at the photographs while you are talking.

b) Look at the pictures for the task in ex. 2a. If you were sitting the exam, what would you say about the pictures?





c) Listen to a student comparing and contrasting the pictures in the examination practice. Did you have similar ideas?

3. a) Look through the piece of advice for FCE candidates. Which of these tips does the speaker follow?

1. You might start by giving a brief description of each of the pictures. You do not have to describe them in detail.
2. If you are not sure what the picture is, use your imagination and say what you think it is. It doesn't matter if you are wrong.
3. There are different ways in which you can refer to the pictures. For example: the first picture, the second / other picture, the picture on the left / the left-hand picture, the picture at the top / the upper picture; the bottom picture, etc.

Do Three things!

1. Introduce what the picture is in one sentence.
2. Introduce the other picture in one sentence.
3. Compare and contrast them.

You can also give your opinion.

b) Listen again. What language does the candidate use when:

a) finding similarities; b) contrasting two pictures; c) making deductions?

4. a) Look at the pairs of pictures below. Get ready to compare and contrast them.

Set A  

Set B  

Set C  

b) Practise the exam task in groups of three.

Project: ART THERAPY SESSION

1. a) Read the task below. Does it give 3you an idea of what to do?

Create anything you want with whatever you want, that speaks to who you are as a person. For this activity, any art goes

here. You can draw, paint, sculpt, collage, collect … it's totally up to you. Just come up with some way of communicating how you see yourself.

b) If your answer in ex. 1a is *Yes*, start working. If your answer is *No* or *Not really*, choose one of the tasks below.

1. Create a self portrait that reflects how you see yourself in the future. It may be a drawing, painting or a collage from magazines or other materials.
2. Create two masks. One mask represents the self you show to society and the other mask represents your inner self. Use cardboard and any other artistic materials.
3. Create a sculpture that shows something you love. Use plasticine and any other materials.
4. Create an abstract painting that expresses feelings related to past stressful situations.
5. Create a piece of art that represents your wish or dream. It may be a collage, a painting, a sculpture or an installation.

2. Present your piece of art to the class.

UNIT 6
SCIENCE

LESSON 1. SCI TECH

Communicative area: asking questions
Active vocabulary: technology, vehicle, to launch, digital, web, data, advanced

1. a) **What comes to your mind when you hear 'science' and 'technology'?**

   b) **Listen to some questions about science and technology and think of your answers.**

   c) **Listen to the answers. Do you agree with them?**

2. a) **Read the article below. What is its main idea?**

Moving with the Gear Train of Modern Science

By *Ajeet Khurana*

Fire was the first discovery and wheel was the first invention. Since that time, we have travelled far. Science has taken us to territories we could not have imagined some centuries ago. 20^{th} century was when science really came into its own. Half of our present day inventions were unthinkable a century ago.

Science had brought **great laurels** in every field but the one place where it has really shone is technology. Today, we have access to some of the most **advanced** technical inventions. A few centuries ago, a mastermind called Leonardo da Vinci made the first blue-print for an aeroplane. Today, even the economy class, domestic seaters have become **passé**. It is time for the new inventions.

Some time ago, *NASA* **launched** a Space Shuttle called Discovery. Imagine, a metallic object run on hydrogen fuel, in space, a thousand miles away, bringing us news, **data** and newer means of improvement.

It's not only about the air.

Vehicles which run on land are packed with newer inventions by the day. The Lamborghini, Masseratti, and ***Maybachs*** have technology written all over them. These are the mechanical devices which have made us a ***Nano***-race.

We have come into a **digital** age. Computers have given way to laptops and then to notebooks and palmtops. Picture-tube televisions have **metamorphosed** into ***LCDs*** and ***Plasma***.

The mobiles have turned into a complete island of entertainment and communication.

Internet has brought the impossible within means. ***Web*** has made online education possible through its familiarised territory. A teacher in Spain can teach a student in Nigeria with the help of ***Elluminate*** whiteboards and Voice ***Chat*** modules.

Mathematicians such as John Nash; scientists like Albert Einstein and ***Isaac Newton***, and many others have turned the tables of the world.

Science has really beautified life. Today, you can visit your distant relative on the other side of the globe within a day. You can look at an award ceremony held in London, sitting in a shelter in Algeria. You can put thousand and thousand pages of text into a **pin size** chip and still have plenty of space left.

You cannot come back from the dead but that's probably the only thing you cannot do. The borders of time and space are certainly **shrinking**.

b) Find the words and phrases in bold in the text that mean:

a. fantastic achievements;
b. modern and highly developed;
c. old-fashioned;
d. set flying, activate;
e. information;
f. automobiles;
g. operating on information in numerical form;
h. changed;
i. very small;
j. getting smaller.

c) Name:

a) a US agency responsible for the space programme b) a German manufacturer of luxury cars c) a prefix meaning 10^{-9} d) Liquid Crystal Display used in many digital devices e) an electrically neutral, highly ionized gas f) the complete set of electronic documents stored on computers that are connected over the Internet g) a Canadian company that produces equipment for virtual classrooms h) a modern form of communication used on the Internet i) an English physicist, mathematician, astronomer, and alchemist who is considered to be one of the most influential people in human history j) all gadgets and devices mentioned in the article.

d) Discuss the questions in pairs.

1. Do you like science? What area of science are you interested in? 2. Are you interested in technological progress? 3. How many of the devices mentioned in the article do you have at home? 4. How often do you use them?

3. Complete the set of phrases with one word from the active vocabulary list.

Example: high-tech ... ; mechanical ... ; clever ... (device)

1. World Wide ...; spider ...; to browse ...; 2. parked ...; off-road ...; to drive a ...; 3. ... a campaign; ... a rocket; prepare for the ...; 4. digital ... ; the latest ... ; science and ...; 5. ... technology; ... views on smth; highly ...

4. a) Look through what people say about technology. What question were they asked?

Advances in technology are wonderful. That is till the ... (1) goes out. Then you sit in your home and realise just how dependent you've become on the devices that surround you. Work and play stops, children scratch their heads not knowing what to do.

Chris B., Canada

Overall positive as I now have instant communication with my children living in Sweden, Germany and Switzerland as well as my 90-year-old father in the States and brothers and a sister living there as well. Arranging a reunion party over the ... (2) is a lot easier.

Paul Pekar, Panicale-Casalini, Italy

Nothing new so far. War and markets dictate everything. Our new ... (3) is old military technology.

Z. Abbasi, UK

This morning I sat here in Qatar and checked the Joint Typhoon Warning Center of the US Navy in Hawaii and saw that a tropical storm in the Philippines was suddenly going south. I sent a ... (4) message to my wife at home here and she phoned her father's mobile phone in very rural Mindanao. He is a fisherman and decided that he would stay at home tonight rather than take the boat out; even though the weather was fine when she called him. Now there is a difference.

David, Doha, Qatar

New technology will always make a difference as it always has, whether it is the ... (5) of the wheel, the discovery of electricity or the Internet.

Stephen, England

b) Complete the answers with the words from the box. Then listen and check.

text, technology, invention, electricity, web

c) How would you answer the question of the interviewer?

5. a) Write three questions about science and technology to interview your classmates on a card. In each question you have to use at least one word from the active vocabulary.

b) Walk around the class to ask questions. Exchange cards after asking the questions.

LESSON 2. I CAN'T LIVE WITHOUT

Communicative area: talking about devices
Active vocabulary: iPod, screen, smartphone, GPS, earphones

1. **Read the list of appliances you couldn't live without put together by the British. What do you think is item №1? Rank the appliances in order of importance.**

computer, microwave oven, air conditioner, TV, MP3 player, telephone, washing machine, refrigerator, toilet, clock

2. **Discuss the questions below in pairs.**



1. What's your favourite gadget?
2. What's the longest time you have lived without it?
3. What were you doing then?
4. Was it hard?

3. a) **These teens tried to spend a week without their favourite gadgets. Before you listen to their stories put the words below into three groups.**



Melissa Hu
16, Ramona Convent (Alhambra)



Alma Sanchez
17, Orthopaedic Hospital Medical Magnet HS



Elliot Kwon
18, Palos Verdes Peninsula HS

iPod, smartphone, soap opera, GPS, favourite song, TV screen, The Weather Channel, switching channels, earphones

b) Listen to the stories and check.

c) What devices did the teenagers have to give up? Match the headings below to their stories.

1. I felt literally lost without my phone.
2. It was hard to avoid TV when it's everywhere.
3. Without my iPod I noticed more things around me.

d) Listen to the stories again and complete the statements below with the teenagers' names.

1. ... hoped that the challenge will spare some time for work.
2. ... and ... spent more time reading than usually.
3. ... is going to try to use the device less in the future.
4. Everyone around ... seemed to be using the device non-stop.
5. ... had problems while trying to work without the device.
6. ... had done something he / she hadn't done since 14 years old.
7. ...'s parents were doing the renovations that week.
8. ... has changed their habits.
9. ... had problems with managing time.

4. Name three appliances you use a lot. Which of them would be the most difficult to live without? Why?

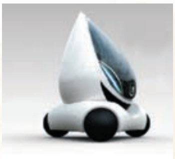
5. a) Prepare to speak about one device you can't live without. Take notes on what you are going to say.

b) Talk about the device you can't live without and listen to your classmates. Make a list of *I can't live without appliances* for your class.

LESSON 3. FUTURE TECHNOLOGY

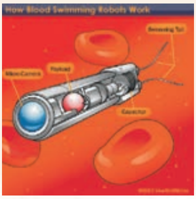
Communicative area: making predictions
Receptive grammar: the Future Continuous Tense

1. Work in pairs to discuss what the things in the pictures are / might be.

1 

2 

3 

4 

5 

2. a) Read the technological predictions below and match them with four pictures in ex. 1. Were your predictions right?

Surfing from Space

Space tourism has become a reality. Virgin Galactic has already booked flights with 330 people who want to fly into space. At the moment, the cost is $200,000 per flight, but it is expected that the cost will soon come down. It is estimated that by 2020 about 15,000 people **will fly** into space every year.

These advances **will almost certainly give rise** to new extreme sports and new stunts for the most adventurous to try.

By 2018, the daredevil (or a celebrity that wants to give her career a boost) **will attempt** to ride a surfboard from space, through the atmosphere, and then fly past a beach in California before landing on the ocean and then surfing back to the beach.

At the start of the flight, she **will be wearing** a space outfit but as she gets lower and the air becomes warmer, she can start

removing the equipment. The world's media **will watch** and report on every move as she throws each piece away, and watch the pieces quickly burn up.

Using Nanobots

By 2020, miniature nanobots will be built to travel through your blood stream to anywhere in your body to repair damage. Also, larger nanobots will be used when you are sick. When you have an upset stomach, you will swallow a very small cherry tasting robot which will travel through your stomach taking video of the mess.

It will be set up like a video game, so you can control the exploring and the selection of images. Then you can replay the video to help a doctor diagnose your problem, or to prove to your employer that you really were sick.

At an Edmonton hospital, the Royal Alex, a blinking wireless pill is currently being used to take photographs of the inside of a patient. After fasting overnight, the patient swallows the capsule which then travels through the body taking two pictures per second. The data is transmitted to a computer.

Duplicated People

Over the next 20 to 50 years, people will be using robots to do most work. It will become harder to tell the difference between the human and the machine. All body parts will be replaceable. A computer will function like the human brain with the ability to feel. They will then produce human machines.

We will soon be able to create a machine duplicate of ourselves so we will appear to be alive long after we are dead. Maybe by 2070, a way will be found to transfer our mind (including our memories and thoughts) to the new body. Then we can choose to live for as long as we want.

Naturally, there will be a food problem as duplicates will be running around all over the place. Your duplicates will have to combine vitamins with something we have in abundance. The most practical choice would be garbage. Your most advanced duplicate will be designed to eat garbage like a goat and really enjoy it.

A Ring Tone Vehicle

In 2020, people will be driving the new battery powered vehicle which will run in silence. But the vehicle owners will soon start missing the lack of noise. Nobody hears them take off and nobody hears them drive by. People stop noticing their car. In the summer of 2010, worries were finally expressed that electric cars have a safety problem because they don't make noise.

Thousands of owners will complain about their quiet cars; it just doesn't feel like they own a REAL car.

The designers will add loud noises to the 2022 model. So, the driver can punch a button to get noise, like a ring tone. They will be able to select: a rocket sound, a flock of turkeys, a herd of elephants, a railway train, etc.

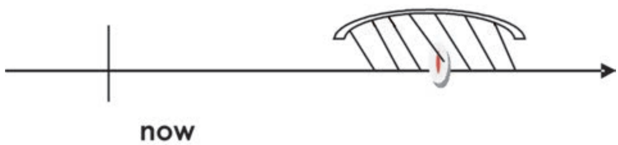
b) Which of them are humorous? Which one is "yesterday technology" − something that already exists?

c) Look at the first prediction again. What tenses are the verbs in bold? Find more examples of the Future Continuous in the other predictions.

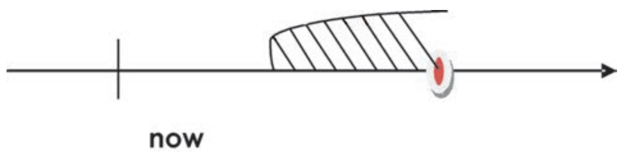
d) Read the information about the Future Continuous Tense on pages 286–287. Which scheme and which formula illustrate the Future Continuous?

1. will + V-ing
2. will + be + V III
3. will + be + V-ing

a)



b)



3. **Choose the right option.**

1

Ted: Where is Mark going to pick you up?
Robin: He **will wait** / **will be waiting** for me when the bullet train arrives. I am sure he **will stand** / **will be standing** on the platform when we pull into the terminal.
Ted: And then what?
Robin: We **will get** / **will be getting** into a no-driver cab and drive home.

2

Robin: Oh, look at that mountain of dirty dishes! Who **will wash** / **will be washing** all of those?
Ted: The dishwasher I hope. Just 20 minutes later that mountain will be gone and nice stacks of sparkling clean dishes **will sit** / **will be sitting** in the cupboard.
Robin: All right then!

3

Robin: Just imagine at this time next week I **will fly** / **will be flying** to Mars to have the most beautiful holiday ever.
Ted: While you are having fun in space, I **will run** / **will be running** around trying to get the kids eat, play and sleep in time. Is it fair?
Robin: Don't be silly. I **will send** / **will be sending** you a post card.

4. **a) Write sentences in Future Continuous to answer the questions below.**

1. What will you be doing in an hour? 2. What will you be doing tomorrow at two? 3. What will you be doing at this time next week? 4. What will your family be doing when you get home after school? 5. What will you be doing when your parents come home tonight?

b) Find someone in class with the same sentence. Ask the questions in ex. 4a to find out.

5. **Write a short prediction about the future technology. Use the extra photographs in ex. 1 or your own ideas.**

LESSON 4. THE GLOBAL DEBATE

Communicative area: debates
Active vocabulary: gene, genetic, cell, identical, clone, cloning

1. Look at the pictures below. What do these animals have in common?

1


2


3


4


5


2. a) Listen to the song by Weird Al Yankovic. What happened to the singer?

b) Listen again and read the lyrics. According to the song, how are clones created?

Isn't it strange
Feels like I'm lookin' in the mirror
What would people say
If only they knew that I was
Part of some geneticist's plan
Born to be a carbon copy man
There in a petri dish late one night
They took a donor's body cell and
fertilised a human egg and so I say
I think I'm a clone now
There's always two of me just a-hangin' around
I think I'm a clone now
'Cause every chromosome is a hand-me-down
I think I'm a clone now

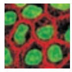
c) Match the definitions below with the words from the song.



1. A flat dish made of plastic or glass with a cover that is primarily used to grow bacteria.



2. A segment of DNA, occupying a specific place on a chromosome, that is the basic unit of heredity.
3. A scientist who studies genetics, the science of genes, heredity, and variation of organisms.



4. The functional basic unit of life.



5. The female reproductive cell or gamete of animals; egg.



6. A copy made with carbon paper; *informal:* a person or thing that is identical or very similar to another
7. second-hand.

identical = the same, exactly equal and alike

3. a) Read the information about cloning and put the pictures in ex. 1 into the right order.

Most of us have heard about cloning and have some idea about what it might be.

Cloning is seen in movies, books, on the TV and in newspapers, but what is it really?

Cloning is basically making a genetic copy of something. This might be copying just one cell, or it could be a whole animal. A guy called Herbert Webber, from the US Department of Agriculture, invented the word “clon” in the early 20th century to describe plants that are genetically the same as their parents. Pretty soon “clon” became “clone”, and slowly the word became part of the English language.

Scientists have been effectively cloning animals since the early 1960s. An Asian carp was cloned successfully in 1963; ten years later, a Chinese scientist Tong Dizhou also cloned a European crucian carp (залатык карась).

The biggest star in the cloning world is a sheep named Dolly. In 1996, Scottish scientists cloned Dolly from an adult sheep. This was the first time this had been done for a mammal. When Dolly was born the scientists made a fuller check of Dolly and found that she was genetically the same as the Finn Dorset which 'donated' the DNA. Dolly was therefore a clone.

In February 2003, Dolly, the world's first animal cloned from an adult cell, died.

Dolly had lived for six years and had given birth normally to four lambs, however scientists become worried about her health in January 2002 when she was diagnosed with a form of lung disease. Later, several hundred other Dollies were cloned.

The cows were cloned in 1998 and duplicated several thousand times. Made in Japan, the cows pave the way for other clones engineered to produce better meat and milk.

Labs have been experimenting on modifying pigs so that they can grow cells and organs that humans can use. Millie and her sisters (if you can call them that) were cloned in 2000 by a US-based company.

In December 2001, scientists in Texas cloned a domestic cat, known as Cc (for Carbon copy) and it is the first time anyone has cloned a pet. The research was launched by Genetic Saving & Clone, a California company that hoped to make money by cloning people's favourite dead or sick pets.

Cc was the only surviving animal of 87 kitten embryos created by cloning and 'appears healthy and energetic' say researchers at Texas Agricultural & Manufacturing University.

DNA tests have proved that Cc is a perfect genetic copy of her mother Rainbow. However this has not meant that Cc is actually anything like her mother. As it turns out they do not act or even look alike. Rainbow is white with splotches of brown, tan and gold, while Cc has a striped grey coat over white, Rainbow is shy whereas Cc is curious and playful.

So cloning won't bring back your precious pet – however there are other reasons for cloning cats. Mark Westhusin, a member of the cloning team, said there were serious scientific reasons for cloning a cat: 'Cats have an animal AIDS that is a good model for studying human AIDS.'

Now that cloning has been shown to be possible with mammals, people are getting really interested in cloning a special mammal – humans.

Some people might be surprised to learn that human clones already exist. These clones aren't created in a lab, they occur naturally every day all over the world. In case you haven't guessed, twins are the naturally occurring human clones. They're genetically different from their parents, but they are genetically identical to each other.

Not everyone thinks cloning humans is a good idea. A senior staff member at the Roslin Institute, who were responsible for creating Dolly, has said that human cloning projects are criminally irresponsible. Part of the reason for this is the low success rate in cloning. With Dolly there were 276 other attempts at creating a clone before they were successful.

Several governments around the world have banned public money being spent on human cloning research. In the US and Australia there is a ban on federal funding for human cloning research, with discussion on a full ban on human cloning in the US being undertaken.

b) Read the article again and answer the questions about cloning.

1. What is cloning? 2. How do the scientists check that the animal is a clone? 3. What worried scientists about the sheep Dolly? 4. What advantages can we get from cloning pigs, cats and cows? 5. Why was the clone kitten named Cc? 6. How did company Genetic Saving & Clone hope to raise money? 7. How many animals have been cloned? 8. Is human cloning possible?

4. Discuss the questions below in pairs.

1. Can you give example of books or films about cloning? 2. Would you like to be cloned? 3. Why do you think cloning was banned in some countries? 4. What are the advantages and disadvantages of cloning in your opinion?

5. You are going to have the debate about cloning. Work in two groups.

Group A: a) Make a list of reasons for cloning. b) Choose the arguments for cloning from the list the teacher gives to you. Add them to your list.

Group B: a) Make a list of reasons against cloning. b) Choose the arguments for cloning from the list the teacher gives to you. Add them to your list.

6. **Have the class debate. Use the words and phrases below and your own ideas.**

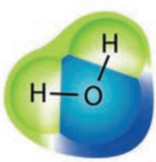
I see your point, but I think …
Yes, I understand, but my opinion is that …
That's all very interesting, but the problem is that …
I'm afraid I can't quite agree with your point …
I'm sorry, but I don't think that's quite correct …
Sorry, I just have to disagree with your point …
Well, I think that …
Here's the main point I want to raise …
Just to be clear, here is what I mean …
So finally, we …

LESSON 5. NANOZOOM

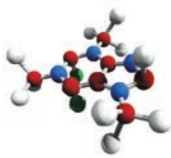
Communicative area: simplifying, explaining
Active vocabulary: atom, molecule, bacteria, scale, structure

1. a) **Match the words below with the pictures. What's the smallest possible particle?**

a) atom ['ætəm]
b) bacteria [bæk 'tɪərɪə]
c) molecule ['mɒlɪkjuːl]
d) molecule structure



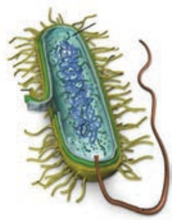
1



2



3



4

2. Look at the nanoscale and read about it. How small is one nanometer? How tall are you in nanometers?

Ordinary objects are absolutely huge measured on what scientists call the nanoscale.

Atom: ~0.1 nanometers.
Atoms in a molecule: ~0.15 nanometers apart.
Typical bacteria: ~200 nanometers long.
Human hair: ~10,000 nanometers in diameter.
One piece of paper: ~100,000 nanometers thick.
Man 2m tall: ~ 2000 million nanometers tall.

3. Work in pairs. Can you guess what the following words mean?

Nanometer, nanostructure, nanoparticle, nanomaterial, nanotechnology, nanoscale, nanorobot, nanoscience, nanosized, nanomachine.

4. a) Listen to the interview with Robert Chang, Ph. D., director of the National Centre for Learning and Teaching. Is nanotechnology good for you? Why?

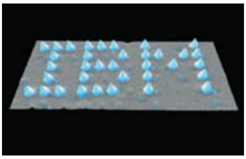
b) Listen again and complete the tasks below.

1. Write definitions for:
   nanoscience; nanotechnology.
2. Note down at least:
   two examples of nanotechnology in nature; 3 areas where nanotechnology is used today; 1 example of future technology
3. Explain:
   how scientists work on nanoscale; how nanoparticles can change different materials

5. Look at the pictures below. Match the texts to the pictures.



1



2



3

A. In 1989, IBM researcher Don Eigler used a microscope like this to spell out the word I-B-M by moving individual atoms into position. Other scientists have used similar techniques to draw pictures of nanoscopic guitars, books, and all kinds of other things.

B. An award-winning British invention – self-cleaning glass – will fill the NanoHouse's window frames. It works using a 15 nanometer coating that promotes a reaction between the Sun's UV rays and dirt. The broken-down dirt is washed away by rain.

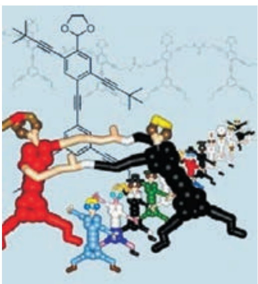
C. Butterfly wings are perfectly structured down to the nanoscale in a way that makes them reflect light in a beautiful and amazing way. Bank notes could one day be made as beautiful as butterfly wings. Mr. Kolle and two professors from the university's Cavendish Laboratory made identical copies of the structures using advanced nanotechnology.

6. Discuss the questions in pairs.

1. Are you impressed by nanotechnology?
2. How could nanotechnology make a smart home more advanced?
3. What do you think the dangers of nanotechnology might be?
4. Wouldn't it be exciting to be a nanoscientist?

7. Imagine you are going to give a lecture about nanotechnology to a group of 8 year-old kids. Prepare your speech.

Idea: Describe the world of Nanokids – kids that are smaller than hairs on an ant's leg.



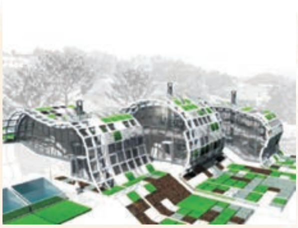
LESSON 6. HOW SMART IS YOUR HOME?

Communicative area: describing functions, describing a house
Active vocabulary: security, appliance

1. Discuss the questions below in pairs.

1. What do you think the homes of the future will look like?
2. What will they have inside?
3. In what ways will people's life at home be different?







2. a) Read the advertisement below. What is its aim?

Calls for future family to trial smart home, rent free

The NSW government is calling for volunteers to test a technologically advanced home in Sydney's Newington. The trial is about taking technology out of the lab and testing them in the real world, minister for Energy, John Robertson, said. "We are looking for a family with children because we know that kids will use technology different to their parents," he said.

The residents will be able to control devices using an iPod, watch an 'organic' LED television and drive an electric car. The family will have to keep a lively blog and they will need "a good sense of humour and plenty of patience" because things will not always work perfectly, Robertson said. The Smart Home family featuring a resident writer, would live in a three bedroom home in Newington for 12 months. Interested families can go to www.tenderlink.com /energy from today for the selection criteria.

b) What kind of people are they looking for? Why? Would your family take part in a project like this? Why?

3. Work in pairs. Discuss what the following appliances could do in a smart home.

automatic light, climate control, outside cameras, video door phone, motion sensors (detector of movement), door handles, trash cans, refrigerators, security system

4. a) You are going to listen to a radio programme introducing a concept of a smart house. What questions do you think the programme will answer?

b) Listen and check.

c) Listen again. According to the programme what can the appliances in ex. 2 do in a smart home? Take notes while listening.

5. Complete the summary of the radio programme with your own ideas.

All the devices in a smart home can ... (1) with each other. Most home automation technology is focused on ... (2), security and ... (3). Smart homes definitely make life ... (4) and also provide some ... (5) savings. As a result you pay less for ... (6). Smart home technology ... (7) for elderly people, too. On the

other hand if you are not comfortable with computers, you may find smart homes … (8). There are still debates whether … (9) is really necessary.

6. a) What technologies will be used in the smart home of the future? Put the predictions below into the right category.

construction (building), entertainment, design, ecology, security, other devices

1. Windows and walls will allow adaptable amounts of sunlight, warmth or cold in. 2. Soundproof rooms and windows. 3. Green (plants) roofs. 4. Computer tracks movements, turns on / off lights, adjusts temperature, etc. 5. Wall size video and audio. 6. Interactive mirrors display the latest news, weather and traffic information. 7. Movable furniture hides when not being used. 8. Vehicle refueling station, electric. 9. Cleaning robots.

b) Write your own predictions for each category.

7. a) Work in groups. Prepare to describe your smart home of the future.

b) Present your smart home to the class. Vote for the best presentation.

LESSON 7. I'M A SCIENTIST, GET ME OUT OF HERE!

Communicative area: asking questions

1. Which quotation about science do you prefer? Why?

1.The scientist is not a person who gives the right answers, he's one who asks the right questions.

Claude Lévi-Strauss

2. If it’s green or wriggles, it’s biology. If it stinks, it’s chemistry. If it doesn’t work, it’s physics.

Handy Guide to Science

3. Science is always wrong. It never solves a problem without creating ten more.

George Bernard Shaw

2. a) What suffix is needed to form adjectives from the nouns below? Write down the adjectives.

Norm, centre, education, globe, origin, vision, nation, politics, profession.

b) Does the suffix mean:

– like?
– of; connected with?
– place for?

3. Read a page from Sophia Collins’ blog. What kind of programme is she producing?

I'm a Scientist Get me out of here

By *Sophia Collins*, producer of the on-line teen science event

“It’s hometime but we want to stay and ask questions”

These are the words of a 14-year-old student, at a school in inner-city London. The school has some of the poorest academic results in the school district. And yet a classroom science activity had the students so gripped that when the bell went for the end of the school day, they insisted on staying for another 15 minutes to ask more questions.

The students were having an MSN-style online chat with some scientists. They'd started with fairly simple questions, **'How long have you been a scientist?'** and **'Why is the sky blue?'**

But then something happens – the immediacy of the chat format, the inventiveness of teenage brains, the unexpected experience of a grown-up seriously answering their questions – and the chat starts getting richer. By the end of the chat this class had moved from a question about whether science could ever stop aging, to discussing what the world would be like if people didn't die.

Live chats like this are part of the event I run, **I'm a Scientist, Get me out of Here!** The scientists are competing for a prize of £500 to communicate their work and the students are voting who gets it.

One scientist told me that this was "the most science-related fun I've had in ages," while a teacher e-mailed to tell me her class was splitting into fan clubs for the different scientists, "with the sort of devotion they've only had for pop stars up until now."

4. a) Read some of the questions teenagers asked scientists in "I'm a Scientist, Get me out of Here". Can you answer any of them? Do you think scientists can give the answers to all questions?

1. Do you think that there will be another ice age? 2. Can you make a clone of yourself? 3. Why is it impossible for us to imagine a 4D world? 4. What came first, the chicken or the egg? 5. Do you think we will ever find a way to live forever? 6. Why is ice clear and snow white? 7. Why do you think that humans are the only species on Earth to have advanced in technology? 8. What do you guys actually do? 9. Have you ever invented anything or discovered anything new?

b) Match the answers to the questions above.

A. Is it?! We live in one! Time is the 4th dimension. If you can imagine your house last year, there, you've done it.

B. I think some great minds have decided the egg must have come first because the chicken must have evolved from some other egg-laying creature slightly different to a chicken. That

could be a reptile. Reptiles almost exclusively lay eggs and I think it's still the consensus view that birds evolved from dinosaurs (which were reptiles!).

C. There's bound to be another ice age at some point – the Earth's climate is always changing. I'm not sure when it will be though; although some people are arguing that the next one could start in just a few years.

D. Me personally? No – I don't have the expertise. But there are some scientists who claim they can do that. The science and technology are pretty much there to clone humans – the big issues are ethical: Is it right to do this? Many people would say that it isn't – partly because there are issues with how healthy clones are, and partly because cloning brings up very important questions of human rights, and what it actually means to be a person.

E. I suspect they aren't. Have you seen the Caledonia crows using tools? Various monkeys also use tools for different tasks. I know our technological advancement is much more obvious but other species have advanced too. You might also suggest that they haven't advanced further because we've been holding them back and oppressing them. We certainly seem to act like bullies in our dealings with the natural world.

F. I think that's to do with how closely packed together the water molecules are. In ice, they're tightly together in a crystal-like structure. In snow, there's a lot of little bits of ice just in a kind of pile with lots of air in between; and the air makes it opaque (opposite of clear).

G. No. Unless you mean by creating digital versions of ourselves that survive after the body has died. We'll probably find a way to live longer, but in the end the laws of physics, chemistry and biology dictate that something that's living can't carry on living indefinitely.

H. Sleep, party, and have lots of fun...

No, sorry – must have been thinking about something else – that doesn't sound like my life at all!

As a professor at a university, I teach people about new technologies and how to use them safely. I carry out research (usually with other people) into doing stuff as safely and as usefully as possible. I write lots of stuff about new technologies – in boring scientific journals and exciting posts on my

blog (I'm kidding – they're probably boring as well). And I look after the day to day running of the Risk Science Centre at the University of Michigan.

I. I "invented" a device for collecting very small particles out of the air to study them, when I was doing my Ph.D. But it was never made into a commercial instrument. I've also discovered lots of things as a scientist but, to be honest, many of these probably seem quite boring. They're like the bricks that make up a grand building – the bricks are important, but not half so impressive as the overall result of lots of them together.

Not that I find my work boring of course.

5. Are the sentences below true or false according to the scientists' answers?

1. Dinosaurs were egg-laying creatures. 2. One of the reasons to ban human cloning is health problems of cloned animals. 3. Molecules in ice are closer to each other than in snow. 4. We're going to live in Ice Age in a few years. 5. Scientists are optimistic about humans living forever. 6. If you imagine something you remember from the past, the picture is going to be 4D. 7. Crows in Caledonia use advanced technologies as tools. 8. The work of scientists isn't fun at all. 9. There are three adjectives with suffix *-al* in ex. 4b.

6. a) Analyze the questions teenagers asked in the *I'm a scientist* programme.

1. How many questions were personal? 2. In which questions did teenagers ask for the scientists' personal opinion? 3. Which questions required specific knowledge to answer them? 4. How many questions did you know the answer to?

b) What questions would you ask if you were participating in the *I'm a scientist* programme? Write 3 questions you would like to ask a scientist.

7. Role-play the *I'm a scientist* interview in real life.

1. Find 3 volunteers to be scientists.
2. Ask your questions in turns.

3. Listen to the scientists' answer the questions.
4. Vote for the best scientists.

LESSON 8. THE RANDOMISER

Communicative area: inferring the meaning from context, describing a picture
Active vocabulary: random, display, flee

1. **You are going to read the science fiction story called *The Randomiser*. What kind of gadget or device could the Randomiser be?**

random [ˈrændəm] *adj* – done without any particular plan or system; irregular; *The police were stopping cars at random and checking their brakes*; *Choose a number at random.*

randomly *adv* – in a random way.

at random *idiom.*

randomise *verb* – arrange in random order; *Randomise the order of the numbers.*

2. **a) Listen to the story and follow in the book. Where is Jeff? What kind of device is the Randomiser?**

The Randomiser

By *Aviel S., Tucson, AZ*

Jeff glanced at the piece of paper in his hand once more, as if to confirm that he had found the correct office. It was so confusing here – all the identical white halls made this branch of Heaven seem like a labyrinth. At last, Jeff decided that this was the right place, and he cautiously opened the door.

The room was not especially large, but it was impressive nonetheless. The walls were just as white as every other room in Heaven, but they seemed to have a subtle apricot tinge.

Distributed evenly throughout the room were six identical white desks, each with two people (one on each side). On each desk was a large screen displaying various statistics. In the centre was another workstation with multiple small screens.

The spotless marble floor reflected everything perfectly, except where a perfect red circle had been painted, along with the words “That which lives must die.”

A man seated at the centre desk stood up as Jeff entered the room, while everyone else looked up to see what was happening. He grinned and said in a deep, loud voice: “This must be the new techie! Hello to you. I’m Aldric, the head of the Mortality Department.”

“Hello to you too,” Jeff responded hesitantly. “My name is …” he paused. “Jeff. That’s right.”

“Oh, you must still be disoriented from your arrival,” Aldric observed. “You don’t look like you could be older than, say, your teen years, so you must have had an unnatural death. That may have made the confusion worse – but it will pass after a while.”

“I guess that’s good. I don’t really know why I’m here. Someone just handed me this paper and told me to come to this office.”

“You’ve been assigned to the Mortality Department as a tech specialist. The note I received tells me that you were quite the computer aficionado in life. You must also enjoy it quite a bit, or you’d never have been assigned to this job. You’re going to be caring for one of the most important machines in existence!”

“Really?” Jeff’s face lit up.

“We call it the Randomiser, and it is the technological masterpiece that runs everything you see around you.” He raised his hand as if to indicate the strange screens, the endless streams of data, and the large monitors on the walls that displayed maps of the globe. “The Randomiser is the dealer of death. It determines when it is time for a living human to die.”

“You mean it just picks that at random?” Jeff asked, incredulous.

“Nonsense! It requires careful calibration almost constantly. We tweak the machine to favour certain demographic groups when it selects who dies. For instance, the elderly are more likely to be selected. Someone near a burning building instantly has a much higher chance of death by fire. A smoker

has a higher chance of fatal lung cancer. And all of this data is carefully tweaked every minute of the day."

Aldric led his new protégé around the room, showing off the technology. The screens on the desks each showed a continent, listing the names of the deceased in rapid fire. The sixth desk handled island nations and the few souls living at the poles. Larger displays on the walls showed the overall mortality rate for the world and various countries, as well as which causes of death were most common. In the centre was that circular desk with the open interior, where a swivel chair rested. More screens were positioned on all sides of this desk.

"This is where you'll be working," Aldric explained, beaming. "I've been manning it since our last techie retired, but now it's all yours. I'll show you the ropes and then you can start working right away – adjusting the probabilities to accommodate the constant changes in the world and such. All the information you could ever need is here on the screen – the rest is left to your wit and skill."

"Hang on a second – there's a manual override or something, right?"

"Pardon me?"

"I mean, if God needs to take someone for some reason, whatever his reason is. I know you can't question that – he can do that, right?"

"Whatever for?" Aldric asked. "That system was revised centuries ago, and even then it didn't work. It hasn't been practical since medieval times. With so many people in the world, it's all that the Randomiser can do to even keep track of them. How can you expect God to sift through all that each day? Besides, when he got bored … let's just say we had to take that little toy away from him."

"Well … then there's some kind of probability rule that favours good people, right?" Jeff asked. "Aren't bad people more likely to die?"

"What difference does it make when they'll have an eternal afterlife anyway? No, it's totally random. No one dies for reasons like that anymore. Not everything can have purpose like

that – when humans are so numerous, you have to leave it to chance, you see?"

"To ... chance? But ... but what if ..."

"Hold on! I guess I wasn't clear enough, was I? We sometimes target particular people, if it's really necessary."

"Oh," Jeff sighed, some colour returning to his face.

"Take your death, for instance. We needed a new techie!" Aldric laughed heartily. "So ... does that about cover everything?" Aldric waited for an answer, but none came – his replacement had fled the room.

b) Read the story again and answer the questions.

1. 'Techie'. What is the complete word for this job later in the story?
2. What does *mortality* mean: a number of births or deaths in a given period?
3. The word *aficionado* came from Spanish meaning *a fan of bull fighting*. What was Jeff an aficionado of?
4. *Tweak* means do something for (better) functioning. Who tweaks the Randomiser?
5. *Protégé* is a person who is protected and helped by the patronage of another person. What language do you think it came from?
6. From the idiom *learn the ropes*. What does it mean?
7. *Fled* means *ran away*, as from trouble or danger. What is the infinitive?

c) Discuss the questions 1–7 in pairs.

1. Why was everything around white? 2. What does this slogan make you think of? 3. Why did Jeff feel happy? 4. Does the Randomiser really work at random? 5. Why were there so many screens around? 6. Why is it important for Jeff to know there is a reason in dying? 7. Why did Jeff run away?

3. What do you think the Randomiser look like? Imagine you are a book illustrator. How would you illustrate the story? Describe the picture.

4. Role-read the story.

LESSON 9. THE WORLD OF SCIENCE

Communicative area: writing a list of tips

1. a) **Look at the chart below. What type of science do you study at school?**

Science			
Natural sciences	**Social and behavioural sciences**	**Formal sciences**	**Applied sciences (technology)**
biology ecology geology physics anatomy atmospheric science oceanography etc	archaeology business administration geography political science communication psychology etc	mathematics statistics systems engineering etc	construction technology educational technology electronics energy technology environmental technology information technology space technology telecommunications vehicle technology etc

b) **What column do the following areas of science go to?**

history, nanotechnology, chemistry, economics, digital technology, computer science, astronomy, logic

c) **What fields of science do you find the most interesting?**

2. a) Read the piece of advice on how to become a scientist. Put the paragraphs into the right order.

1. Try to get some job experience or do some job shadowing with scientists. This will allow you to find out what being a scientist is like. Maybe you really hate it. Maybe you love it. Getting job or volunteer experience will also look very favourable to future employers. You will also gain practical experience and contacts as a scientist that may help you in your future job.

2. Take science classes in high school. Statistics, earth sciences (biology and geography, in particular) and computer science are especially helpful. Languages are also a commodity, especially Latin and German.

Get good marks. In order to qualify for university and graduate school, you will need good marks throughout your entire academic journey.

3. First, if you haven't already done so, make a thorough examination of yourself as to whether you really want to go into science and become a scientist. There is nothing wrong about being a scientist. You may really like it. Just make sure that your temperament and personality fit this type of job and that you know what a typical day of being a scientist is like.

4. Continue your education. Even after your degree is finished and you have already landed a great job, you will need to keep up with the latest developments in your field by attending conferences, participating in workshops and reading lots of magazines and books in your chosen area. After all, it's your profession!

5. Choose a field that you like. Chemistry, physics and mathematics are the largest areas of study for scientists, but it is also possible to specialize in astronomy or biology, depending on what you want to do later. The sooner you choose a field, however, the more accurate your choice of subjects will be, even in college.

6. Get a bachelor's degree in your chosen field. This is the minimum requirement for most jobs at research facilities, although many also require a master's degree or even a Ph.D. Keep in mind that your study can often be paid for by the institutions where you are working, so make sure you make the most of your first degree.

b) **Discuss in pairs. Will these pieces of advice work in your country or is the system of education different? How different would the advice for a Belarusian teenager be?**

3. a) **Read some facts about science in Belarus. Is your favourite field of science popular in Belarus?**

The three most important science and technology institutions in Belarus are:
The Belarusian State University
The Academy of Sciences of Belarus
The Belarusian State Scientific and Technical Library

In 1921, the famous Belarusian State University was established in the capital city of Minsk. In order to advance scientific and technological knowledge a number of departments were opened for scientific and technological advancement. They include the department of mechanics and mathematics, geography, biology, geological sciences, chemistry, electronics and radio physics. In 1930, the Belarusian State Technological University opened new departments: forestry, organic substances, technology and engineering and chemistry.

The well-known Academy of Sciences of Belarus was established in 1929 in Minsk. Some institutions are situated in district regions of Belarus – Brest, Gomel, Grodna, Magilev and Vitsebsk, and also in some other regions of Belarus.

In order to encourage scientific and technological development in Belarus, the university opened departments for mathematics, chemistry and physics, engineering problems of machine building and energetics, biological sciences, informatics and medical-biological sciences. For research and development, the university also has several other departments. Achievements of the Belarusian Scientific Schools in the spheres of mathematics, theoretical physics, spectroscopy, laser physics, electronics, automation, material

science, machine building, geology, bioorganic chemistry, physiology, genetics, cardiology, etc. are known worldwide and have been highly appraised in Belarus and enjoyed an international recognition.

4. **Work in small groups. Write a list of tips for someone who would like to become a scientist in Belarus.**

Project: SCIENCE AND TECHNOLOGY QUIZ

1. **Do a short science and technology quiz.**

a. How many kilobytes are there in a megabyte?
b. What does the abbreviation WWW stand for?
c. What is the Earth's primary source of energy?
d. True or false? Most of the dust in your home is actually dead skin!
e. What does the letter "c" stand for in "$E = m c^2$"?

2. **Prepare 10 quiz questions about science and technology.**

3. a) **Work in groups. Put the questions together. Cross out the questions nobody in your group can answer.**

b) **Think of a name for your team. Invent a sign which the person who knows or is trying to remember the answer can use.**

c) **Choose a team leader (someone who can read clearly and who team members can trust).**

Rules: The representative of **Team A** reads the questions out one by one for **Team B** to try and answer. Team B can discuss the answer. If the false answer is given, the true answer must be read out. If no one in Team B can answer the question the team leader says "NEXT". Then the next question is asked. The time limit is 5 minutes. The aim is to answer as many questions as possible.

UNIT 7
GREAT PEOPLE

LESSON 1. PREFIX, SUFFIX – AFFIX

Communicative area: inferring meaning from context
Vocabulary: word-building – affixes

1. **What's an affix? What do we need prefixes and suffixes for? Are there prefixes and suffixes in your language? Give some examples of prefixes and suffixes in English and in your language.**

2. **Listen to some information about affixes and check your answers to the questions in ex. 1.**

3. a) **Look at the tables below. Which table is for prefixes? Which one is for suffixes? What languages do many affixes come from?**

Table 1

auto-	**Greek**	**self, same**	autobiography, autopilot, autobus, autograph,
co-	**Latin**	**together**	cooperation, coauthor, cofounder, coexist
en- (em-)	**Latin**	***forming verbs*** **put into condition, intensify**	encourage, enable, enrich, enlarge, enliven
micro-	**Greek**	**small**	microphone, microbiology, microscope, microelectronics

re-	**Latin**	**again; back, backwords**	retell, rewrite, rebuild, repair, review
im-, il-, ir-	**Latin**	***forming adjectives or nouns* commonly reverse their meaning**	impolite, illegal, irregular

Table 2

-al	**Latin**	***forms adjectives* of, related to, connected with**	functional, structural, international, minimal, global
-en	**Latin**	***forms verbs* to become, cause to be**	redden, cheapen, weaken, soften
- fy -ify	**Latin**	***forms verbs* to make, turn into**	clarify, electrify, notify, russify
-ist	**Greek**	***forms agent nouns* doer**	realist, dentist, scientist, economist, optimist
-ive	**Latin**	***forms adjectives* indicating tendency, character**	active, productive, passive, decorative, addictive
-ment	**Latin**	***forms nouns from* verbs action, process; result; agent of an action**	entertainment, amazement, government, environment

-oid	**Greek**	***forms adjectives and nouns*** **like; shape, form**	cuboid, mongoloid, asteroid, paranoid

b) Use the words below to add more examples to each group.

cycle (2 words), wave, develop, horror, danger, mobile, mistake, sphere, create, worker, form (2 words), possible

4. Without using a dictionary, try to figure out the definitions for the words in bold in the sentences below. For help, analyse the meaning of the prefix, suffix and root.

Example: Microbiology studies **microorganisms** and their effect on other living organisms.

Part of speech: *noun*
Prefix: *micro*
Root: *organ*
Suffix: *ism*
Definition: *any organism of microscopic size*

1. The **replacement** cost for a lost book is £25. 2. We had to **simplify** the instructions. 3. The paint will **brighten** the room. 4. All her **movements** were soft and light. 5. The **reviewer** said she acted brilliantly. 6. The understanding of art will **enrich** your life.

5. a) Read the excerpt from the article below. What is a humanoid?

Humanoid robots are used as a research tool in several scientific areas. Researchers need to understand the human body structure and behaviour (biomechanics) to build and study humanoids. It has been suggested that very advanced robotics will help the further development of ordinary humans.



Besides the research, humanoid robots are being developed to perform human tasks like personal assistance, where they should be able to assist the sick and elderly, and dirty or dangerous jobs. Regular jobs like being a recep-

tionist or a worker of an automotive manufacturing line are also suitable for humanoids.

These robots are becoming increasingly popular for providing entertainment too. Several Disney attractions employ the use of robots that look, move, and speak much like human beings, in some of their theme park shows.

b) Find the following words in the article:

– an international movement supporting the use of science and technology to improve human mental and physical characteristics (prefix meaning change, suffix meaning theory);

– the study of the mechanics of a living body (prefix meaning life, suffix meaning science, study);

– the science or technology of designing, building, and using robots (suffix meaning science, study);

– related to a particular person, private (suffix meaning related to);

– moving by itself (prefix meaning self, suffix meaning character);

– unsafe, life-threatening (suffix meaning having, full of).

c) Find more words with affixes and explain what they mean.

6. Write a piece of news for a scientific magazine. Use at least 5 words from ex.3.

LESSON 2. LAND AND PEOPLE

Communicative area: talking about famous people
Active vocabulary: notable, prominent, outstanding, legendary, anniversary, Nobel Prize

1. Discuss the questions below in pairs.



1. What is your country famous for?
2. What makes you proud of your country?
3. Do you feel lucky to live here?

2. a) Look at the entry from the Thesaurus below. Can you guess the basic word?

Adj. 1.____?____ – widely known and esteemed; *“a legendary actor”; “a celebrated musician”; “a famed scientist”; “a notable historian”;*

syn: well-known, celebrated, notable, noted, excellent, top, prominent, outstanding, legendary, noticeable; *England’s prominent landscape artist, John Constable*

b) Look at the list of names below. What do you think all these people have in common?

Kirk Douglas, Leonarda di Capria, Ralph Lauren, Yanka Kupala, Yakub Kolas, Vasil Bykaw, Isaac Asimaw, Fyodar Dastaewsky, Volga Korbut, Max Mirny, Maria Sharapava, Yulia Nestsiarenka, Katsiaryna Karsten, Yanina Karolchyk, Elina Zverava, Aliaxandr Hleb, Aliaxandr Miadzved, Barys Gelfand, Marc Chagall, Kazimir Malevich, Osip Zadkine, Uladzimir Vyshnewski, Ignat Damejka, Aliaxandr Chyzhewsky, Zhares Alfyoraw, Haim Weizman, Shimon Peres, Pavel Suhoi, Petr Klimuk, Uladzimir Kavalyonak, Barys Kit.

c) Work in pairs. Do you know all the names? Can you say what these people are famous for? Use the adjectives from ex. 2a to describe the people.

Kirk Douglas is a legendary Hollywood actor.

3. a) Listen to the on-line lecture about famous Belarusians. What names from ex. 2b are not mentioned by the speaker?

b) Match the areas below to the people in ex. 2b.

literature, politics, visual art, fashion, space technology, sport, science, cinema

c) What are the three people that were not mentioned in the lecture famous for?

4. Listen again. Name a famous person (people) who:

a) had their anniversary celebrated last year; b) became Olympic Medalists; c) won in the World Chess Cup; d) is considered the pioneer of geometric abstract art; e) is a National Hero of Chile; f) is officially recognised by UNESCO for their work; g) got the Nobel Prize; h) gave lectures on chemistry in European universities; i) became the Hero of the Soviet Union.

5. Work in pairs. Can you add more names to the list in ex. 2b?

6. Write a short paragraph about a famous Belarusian to add to the lecture.

LESSON 3. CITIZEN OF THE WORLD

Communicative area: predicting, expressing opinion
Active vocabulary: fate, principal

1. Read what Barys Kit said in a recent interview. How do these words characterize the scientist?



"Everything I did in my life I did for my homeland and its fame."

2. a) Do you know all the phrases below? Explain what they mean or ask your classmates for help.

Great patriot, difficult fate, Nazi occupation, college principal, Stalinist terror, inter-continental rocket systems, Apollo mission.

b) Work in pairs. The phrases above are taken from the article about Barys Kit. Try to predict the story of his life.

3. a) Read the article and check your predictions.

Barys Kit turns 100

Marat Haravy

Barys Kit, an outstanding Belarusian mathematician, physicist, chemist, philosopher and educator who lives in Germa-

ny's Frankfurt am Main, turned 100 on April 6. Both Belarus and Belarusians around the world have the right to be proud of Dr. Kit, a celebrated scientist and educator and a great patriot of his Fatherland, Alena Makowskaya, president of the Batskawshchyna World Association of Belarusians, said in an interview with BelaPAN.

Despite his age and rather difficult fate, Dr. Kit stands out because of his great energy, active civic position and a bright spirit, Ms. Makowskaya said.

In late February, the organizing committee adopted a schedule of events to celebrate the 100th birthday of Barys Kit.

Among them is an evening to be held at the Palace of Arts in Minsk on April 6. The committee also planned to unveil a memorial in the yard of a school in Karelichy, Grodna region, where Dr. Kit once studied; hold a meeting and an exhibition at the local history museum in Karelichy; give lectures in schools in the Novagrudak district; produce a film about Dr. Kit; hold an exhibition at the National Library of Belarus and a children's intellectual games tournament in Novagrudak.

Barys Kit was born in St. Petsiarburg, Russia, on April 6, 1910. His family soon moved to the village of Aharodniki, which was his father's home town (now the town of Karelichy, Grodna region).

A graduate of the Novagrudak (Navahrudak) Lyceum and the University of Vilna, he served as teacher and later as director of Vilna's Belarusian Lyceum, which he managed to move to Novagrudak at the beginning of World War II.

During the 1941–44 Nazi occupation of Belarus, Dr. Kit worked as a teacher in the village of Lebedzeva near Maladzyechna and later as the principal at the Pastavy Teachers College. Although he never collaborated with the Nazis, the researcher had to flee Belarus, fearing the Stalinist terror. He moved to Germany first and later settled down in the United States.

In the mid-1950s, Barys Kit began his scientific activities in the field of astronautics. He worked for the US space research program for 25 years. As a mathematician and systems analyst, he took part in projects aimed at the development of inter-continental rocket systems. He also worked in the planning division on several space projects, which later were used in the Apollo

mission to the moon and on the Shuttle spaceship project. Since 1958, Dr. Kit worked at the US Astronautics Bureau as a state adviser and expert in international astronautics.

Dr. Kit, whom Belarusian literary great Vasil Bykaw called Belarusian Number One in the world, has been living in Frankfurt am Main since 1972.

b) Where in the article could the following three paragraphs fit to add more information about the scientist?

1. In the early 1990s, Barys Kit returned to Belarus for the first time in half a century. In the recent years he visited our country several times, despite his increasing age. He has received an Honourary Doctorate of Science from Grodna University. The Belarusian writer and literary critic, Lidzia Sivik, wrote two books about his life and work "Return home" and "The Space of the Belarusian."

2. In 1960, the Belarusian headed the first meeting between the USSR and the USA. As a result the Soviet-American programme Soyuz-Apollo was launched in 1972. The name of Barys Kit was added to the list of important American scientists in a time capsule buried in the wall of the Capitol.

3. Soon after his arrival to the States Kit founded and headed the Belarusian-American committee for cultural, social and political support of his countrymen.

4. Share your opinion on the questions below in pairs.

1. Why did the scientist have to flee Belarus? 2. What is a time capsule? 3. Why did Americans add the name of the scientist to the list in the time capsule? 4. Why did Vasil Bykaw call Barys Kit Belarusian Number One in the world? 5. What examples in the article illustrate Dr. Kit's quotation in ex. 1? 6. What countries are going to celebrate Dr. Kit's anniversary?

5. Work in small groups. Close your books and check which group can remember more facts from Barys Kit's life. Choose 1–2 people to check the facts in the article.

6. Is there anyone in your family or do you know anyone who has done / is doing something important for your country? Prepare to say some words about this person then share with the class.

LESSON 4. THE BRITS WHO CHANGED THE WORLD

Communicative area: retelling
Active vocabulary: award, influential, to explore, explorer, pioneer, honorary

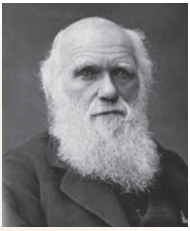
1. a) **Work in pairs. Make a list of the famous British citizens that could be named the Greatest Britons of all time. What are they famous for?**



William Shakespeare



Isambard Kingdom Brunel



Charles Darwin



Alexander Fleming



Isaac Newton



Charlie Chaplin



John Lennon



Captain James Cook



Winston Churchill



Robert Baden-Powell

b) Are the people in the photographs on your list?

2. Look at the result of the street survey. How many names have you guessed? Check your answers for ex. 1.

In November 2002, the British public voted to find the Greatest Britons of all time. Over a million people voted. Here are the results:

1. William Shakespeare
2. Isambard Kingdom Brunel
3. Charles Darwin
4. Sir Winston Churchill
5. Sir Isaac Newton
6. Sir Charlie Chaplin
7. John Lennon
8. Captain James Cook
9. Sir Alexander Fleming
10. Sir Robert Baden-Powell

Among the most popular were also a former star of the legendary Manchester United David Beckham, Sir Arthur Conan Doyle – a Scottish writer known for his Sherlock Holmes stories, the classics of fantasy J.R.R. Tolkien and J.K. Rowling, Alfred Hitchhock, an English filmmaker who broke all the rules, Charles Dickens – an English writer who wrote numerous western classics, the first British woman Prime Minister Margaret Thatcher and Queen Elisabeth I.

3. a) Match the words below with their meaning.

award (*n*)	a) held or given as a mark of honour or high respect
evolution (*n*)	b) having influence; important
honorary (*adj*)	c) something given for victory or being the best in a competition or for winning a lottery;

equations (*n*)	**d)** the historical development of a related group of organisms;
influential (*adj*)	**e)** to search into or travel in for the purpose of discovery
pioneer (*n*)	**f)** a mathematical statement that two expressions are equal
explore (*v*)	**g)** one who opens up new areas of thought, research, or development

b) Discuss the questions below in pairs.

1. Which awards are world famous? Have you ever got an award?
2. Have you already studied the Theory of Evolution?
3. Are you good at solving mathematical equations?
4. Can you name any explorers who were the pioneers at their time? Do you like exploring new places?
5. Who is the honorary pupil of your school? Do you know honorary citizens of your town or village?
6. Can you name any influential people at your place? What newspaper or magazine or TV channel would you call influential?

c) What do these words have to do with the Greatest Britons?

4. a) You are going to read about one of the Greatest Britons and then tell the class about them. Follow the steps below.

1. Get a card from your teacher. (10 sec)
2. Look through the information. Are there any new / interesting facts? (1 min)
3. Read the information on the card carefully. Pay attention to the names and dates. (2 min)
4. Cover the card and practise retelling the information as close to the text as possible. (1 min)
5. Look at the card again to see what you've forgotten to say. (20 sec)

6. Practise retelling again. Pay allention to your intonation and pronunciation. (1 min)
7. Give the card back to your teacher.

b) Share the information you've got with your classmates. Listen to the facts about other famous people and complete the chart below.

Name	Profession	Achievements	Awards
...	...	...	...

c) Discuss in pairs. Do you agree with the choice of the British? Who would you call the Greatest Briton of all time?

LESSON 5. NARRATIVE TECHNIQUE

Communicative area: anecdote
Active grammar: narrative tenses
Active vocabulary: narrative, anecdote

1. a) Read the definition and discuss the questions that follow in pairs.

anecdote [ˈænɪkdəʊt] *n* – a short usually amusing account of an incident, especially a personal or biographical one.

1. Do you know any anecdotes? 2. Do you like telling them? What kind of stories do you like telling or listening to? 3. Have you ever heard or told an anecdote in English? 4. What grammar tenses are usually used in a narrative?

2. a) Test yourself. Put the verbs in the stories below into the right tense.

1. Mr. Smith (open) the door very quietly, (look) carefully around the room and slowly (walk) in. The window (be) open and the curtains (blow) in the wind. Clearly someone (leave) in a hurry.

2. **A:** I (meet) Steven Spielberg. Well, I think it (be) him.
B: Oh yeah?
A: Yeah, really. It (be) in LA airport.
B: What (do) you up there?
A: Oh, I (meet) some friends. They (ask) me to pick them up and I (drive) all the way from Santa Barbara.

b) Listen and check.

3. a) Complete the Grammar information below with the suitable words. Use the Grammar Reference section on pages 287–289.

Narrative tenses are the tenses that we use to talk about ... (1) events and to tell stories. The most common of these is the Past ... (2). Three other tenses, Past ... (3), Past ... (4) and Past Perfect ... (5) can help us to say what we want more efficiently.

b) Study the information and answer the questions about narrative tenses on page 289.

4. a) Read some anecdotes about famous Americans and complete the tasks.

b) Name the past tenses in the following stories and explain why these tenses are used.

A. "Flight was generally looked upon as an impossibility and hardly anyone **believed** in it until he **had** actually **seen** it with his own eyes," Orville Wright once recalled. Indeed, after their historic 12-second flight on December 17, 1903, the Wright brothers **tried** to inform the press but no one **believed** they **had done** it. Even the U.S. Patent Office, with more than 100 flying machines on file when they first **applied** in 1904, **turned** them **down** with a form letter!

B. Thomas Edison was a workaholic who believed formal dinners to be a waste of time. At one such meal – finding the company rather dull – he **decided** to escape to his lab at the earliest opportunity.

When Edison **was making** his way to door, however, he **was found out** by his forgetful host. "It certainly is a pleasure to see you, Mr. Edison," he declared. "What are you working on now?" Edison's reply: "My way out."

c) Choose the correct tense in each case.

1. Mark Twain was once impressed by the tale of a hard-working young man. The man had been offered a job after his future boss **saw/was seeing** him when he **collected/was collecting** pins which someone **was dropping/had dropped** on a sidewalk outside a company's offices. Some time later, Twain, intent on working for a certain firm, was seen theatrically collecting pins (which he himself **dropped/had dropped** earlier) on the sidewalk facing its windows. Sure enough, after Twain **was collecting/had collected** several pins, a clerk from the firm **interrupted/had interrupted** him.

"The boss asked me to tell you to move along," the man **explained/was explaining**. "Your idiotic behaviour is distracting people working in the office."

2. Oprah Winfrey once **recalled/had recalled** the moment that she **realized/was realizing** that she **had/had had** to lose some weight. Once she **attended/had attended** a World Heavyweight contest in Las Vegas. She **enjoyed/was enjoying** the show until the moment she **realized/was realizing** that she **weighed/had weighted** more than the winner. She **hated/was hating** the hot-dogs she **was eating/had eaten** that day immediately.

d) Put the verbs in brackets into the correct narrative tense.

In May 2003, Christina Aguilera **(visit)** a computer exhibition in Las Vegas. While she **(look)** at a PC (completely confused), a funny-looking man **(come)** up to her, **(introduce)** himself and **(offer)** to answer any questions she might have. Aguilera naturally **(think)** he **(be)** just another crazy fan she **(see)** many times before. "Thanks, buddy," she **(reply)**, "but I've already got a computer guy who can do that."

Aguilera **(be)** later surprised to learn that she **(turn down)** Bill Gates who was de facto the chief of Microsoft.

5. Which of the anecdotes in ex. 4 did you find the most amusing? Why?

6. a) Think of an anecdote you'd like to share with your classmates. Take notes on what you are going to say. Pay special attention to narrative tenses.

b) Walk around and tell the stories. Whose anecdote is the most hilarious?

LESSON 6. A STORY OF SUCCESS AND FAILURE

Communicative area: asking for information, discussing
Active grammar: inversion with *hardly…when, no sooner… than*
Active vocabulary: fail, failure, broke, to fire, numerous, attempt, to turn down

1. Check your memory. Name the famous Americans mentioned in the anecdotes in the previous lesson. What are they famous for? Name other Americans that are world famous for their achievements in science and culture.



2. Listen to these stories about famous Americans and write down the names you hear. What kind of stories are they?

3. a) Look at the sentences from the stories and discuss the questions below.

1. He made 1,000 unsuccessful **attempts** at inventing the light bulb.
2. He didn't seem to promise any success after giving up his studies in Harvard and starting a **failed** first business.
3. The first book by this author, the iconic thriller Carrie, was **turned down** 30 times.
4. His early businesses failed and left him **broke** five times before he founded the successful Ford Motor Company.

5. *Hardly had he started his first job in a newspaper when he was* ***fired*** *because, "he lacked imagination and had no good ideas."*
6. He started a number of businesses that didn't last too long and ended with loss of money and **failure**.
7. *No sooner had she been born than her teenage mother* ***fled*** *away leaving her to live on her grandmother's farm.*
8. She also had **numerous** career setbacks including losing her job as a television reporter because she was "unfit for TV."
9. He started numerous **failed** businesses and lost in numerous elections for public office he participated in.

The questions.

1. How many **attempts** do you need to try and guess the meaning of this word? 2. Did a **failed** business bring any money? 3. Was the author happy that his book was **turned down**? Why? 4. Can you borrow some money from someone who is **broke**? Why? 5. Does the verb **to fire** mean to make someone leave their job or make someone work harder? Who can fire a worker? 6. Is **failure** synonym or antonym of success? 7. What are the three forms of the verb **flee**? 8. Does **numerous** mean many or few?

b) 

Look at the sentences in italics again. What's unusual about them? Study the information and answer the questions about inversion on pages 288–290.

c) Work in pairs. Can you name the people the sentences in ex. 3a describe?

4.  **Copy the chart below and fill in the Name column. Listen again and complete the chart as in the example below.**

Name	Problems	Achievements
Henry Ford	early businesses failed was bankrupt five times	one of the richest and most influential people introduced Model T auto

		revolution in Transportation and American industry founded the Ford Motor Company
...	...	...

5. **Walk around the class to check your answers and make sure you haven't missed any facts.**

Example: *Student 1: What problems did Henry Ford have to face? Student 2: His early businesses failed and he was bankrupt five times. Student 1: Right.*

6. **a) Listen and repeat some famous quotations. Pay attention to intonation and stress.**

1. Success is a lousy teacher. It seduces smart people into thinking they can't lose.

Bill Gates

2. The whole secret to a successful life is to find out what it is one's fate to do, and then do it.

Henry Ford

3. Success consists of going from failure to failure without loss of enthusiasm.

Winston Churchill

4. I have failed many times, and that's why I am a success.

Michael Jordan

b) Which of the quotes do you prefer? Why?

7. **Discuss the questions below in small groups.**

1. If your first attempts fail, do you feel like giving up the whole idea? 2. If you are broke, how can you bring a new idea to life? 3. How long do you feel depressed if somebody turns down your great idea? 4. If someone is fired, is it a good idea to have a break out of work for some time? 5. Why do some people achieve success and others don't?

LESSON 7. IMAGINE ALL THE PEOPLE

Communicative area: inferring meaning from context

1. Discuss the questions below in pairs.

1. Have you ever heard the songs by The Beatles?
2. Do you like them?
3. Why do you think The Beatles were so popular in the 20th century?
4. Who were the members of the band?
5. Who was their leader?



2. a) Read the front page BBC news report from 8 December 1980. What happened?

John Lennon shot dead

Former Beatle John Lennon has been shot dead by an unknown gunman who opened fire outside the musician's New York apartment.

The 40-year-old was shot several times as he entered the Dakota, his luxury apartment building on Manhattan's Upper West Side, opposite Central Park, at 23:00 local time.

He was rushed in a police car to St Luke's Roosevelt Hospital Centre, where he died.

b) What do you think happened after this announcement in New York, in Liverpool, in the world?

3. a) Read the story written by Corey Levitan, a Los Angels journalist and writer. Describe what is happening in the pictures.

1 

2 

Well it was 20 years ago today.

Passing notes behind the teacher's back at school, going for pizza at the mall, blowing off homework to watch TV – Dec. 8, 1980 started out as just another unmemorable day for this 15-year-old.

"SPECIAL REPORT," two words flashed across the screen, followed by a two-second silence, some flipping of papers, and finally a male voice.

"John Lennon, former singer for the rock group the Beatles..."

I knew this couldn't be good. They don't interrupt "The Tonight Show" to announce concert tours or sales milestones. But nothing could prepare me for the completion of that sentence, which unfolded in such slow motion it feels like it continues to this day.

"...is dead."

The next morning, my father slowly opened the door to my Beatles-postered bedroom on Long Island, thinking he had a grave task to perform. But he could see I already knew. I was lying in bed, red-eyed listening to WNEW-FM through headphones.

The disc jockeys were openly crying on the air as they tried to repeat the news in between round-the-clock Lennon and Beatles songs. Though I had been a fan since fifth grade, this was how I heard Lennon's "Love" for the first time.

My mom was actually upset that I was so upset. Two months earlier my 80-year-old great grandfather had died and I didn't sulk, much less cry. She couldn't understand how I could feel so deeply the loss of a person I never knew.

But I did know John Lennon – better, in a sense, than I knew my mom. I connected intimately to the pain he expressed in songs such as "Yer Blues," "Mother" and even the superficially joyful "Help." Very much like myself, Lennon was an outcast and a loser in childhood. And he was an open wound during interviews, sharing fears, dreams and insecurities my own best friends wouldn't dare. And there was nothing else for my friend Gary Haviv and I to do but travel to Lennon's apartment after school. According to the news, crowds had been gathering at the Dakota since two hours after the murder.

Hardcore Beatles fans, who proudly pinned Lennon buttons up and down the denim jackets they never washed, had always made me feel sick. And now I had every reason to hate them more: one of them had killed my idol.

But the people gathered this night did not fit the profile. They were men in business suits and construction uniforms, women in dresses and jogging suits. Ordinary folk.

"All we are saying," Gary and I sang along with the crowd, "is give peace a chance." Someone kept rewinding the song on a boombox. After a while, no one could hear the recorded version.

There was no reason for any of us to be there. All the wishing in the world could not change what happened. But there was nothing else to do.

Every hour the owner of the restaurant across the street (we were told it was Lennon's favourite) brought over trays of steaming coffee, which he handed out for free. It was extremely cold, about 20 degrees outside – and absolute zero in our hearts. Even the reporters and policemen, who had come to do their jobs, appeared lost and shaken.

The agonizing irony is that Lennon had finally gotten his life back on track and was indeed "starting over." He had just lost 10 pounds, released a new hit album and looked happier than he'd been since his Beatles days.

"Life begins at 40 – so they promise," he told in an interview a month before his murder. "And I believe it, too. I feel fine and I'm very excited. It's like, you know, hitting 21, like, 'Wow, what's going to happen next?"

"Are you OK?" a stranger asked, putting his arm around my shoulder.

I was not OK. In a way, I never would be again.

Corey Levitan

b) Find the sentences that prove the following statement true in the article.

1. The writer was a teenager when the described event happened. 2. The piece of news on TV was totally unexpected. 3. The author was a huge Beatles fan. 4. His parents were supportive but couldn't feel his pain. 5. John Lennon was open and sincere in his interviews, which made many feel as if they knew

him well. 6. Lennon was killed by one of his fans. 7. John Lennon promoted piece in the world. 8. A great number of people of different age and social level were shocked by the tragedy. 9. John Lennon was too young to die.

4. Work in pairs. Look at the underlined sentences in the article. Name the tenses and discuss why this or that narrative tense is used.

5. Discuss the questions below in small groups.

1. What did the author do on the day of Lennon's death?
2. What was he doing when he heard the news?
3. What did he do later that day and on the next day?
4. What did The Beatles fans look like?
5. Why did people come to the Dakota?
6. What were they doing there?
7. How did they feel?

6. Listen to the song "Imagine" by John Lennon and say what it makes you think of.

LESSON 8. THE STORY OF PENICILLIN

Communicative area: inferring meaning from context

1. Read the information below. How important was the discovery?



The discovery of penicillin is attributed to Scottish scientist and Nobel laureate Alexander Fleming in 1928.

"When I woke up just after dawn on September 28, 1928, I certainly didn't plan to revolutionise all medicine by discovering the world's first antibiotic, or bacteria killer," Fleming would later say, "But I suppose that was exactly what I did".

2. You are going to read an excerpt from the autobiography, a retired philosophy professor, Dr. Morton Paterson, wrote for his grandchildren. What difference did penicillin bring to his life?

As a boy, just prior to the discovery of mass producing penicillin, Dr. Paterson had badly scraped his knee, an injury that he almost died from. The following is his account of this injury and how it was treated at that time.

It was the late spring of 1942, and I was seven years old. My sister Lorna had just been born. One day I was outside playing with my friends – running while playing tag or something. There weren't any parks or grassy fields, so the kids played on the rocks or on the streets. I fell on the street and scraped my right knee. I guess it was bleeding pretty bad, so I ran home. Later I was told that it was on a Wednesday, and that my temperature shot up and up. By Saturday Mum and Dad had a sick boy on their hands, so on the advice of Dr. Chappell, our family doctor, I was rushed to St. Joseph's Hospital in Sudbury.

The cut on my knee had become infected, and I had blood poison. For a few days I guess I was "out of it", in a coma, and hung in the balance between life and death. I was diagnosed as having osteomyelitis, which means "bone infection". Apparently what happens with osteomyelitis is that the infected blood seeks out a part of the body which is already weak for some reason. In my case that happened to be the bone in my left hip. Anyway, they knew they had to operate fast to stop the infection before it travelled to a vital organ. That led to three months in hospital. The surgeon was Dr. Mowat, and I remember him as a very kind and soft-spoken man. He had to scrape out the infected bone, but then leave it open so the nurses could pack it every day with fresh gauze.

I've never been so scared in all my life. I didn't know why my hip was so sore and not getting better, and could tell that Dr. Mowat and my parents were pretty worried. As the nurses peeled away the old packing and re-packed my hip with fresh gauze they tried their best to cheer me up and not let on they were worried. I remember them saying, "Now be a brave little soldier, Mortie!"

Surgery had to be performed a few more times to clean out bone chips. All I can remember about those extra surgeries was

being wheeled out of my room, down the corridor, and into a large bright "operating room". Suddenly a doctor (I later learned he or she is called the anesthetist) behind me would cover my face with a cloth and tell me start counting.

Looking back to that operating room experience these sixty-three years later I still remember my panic, crying out when the cloth went over my face. It had the most sickening smell I ever smelled, and I guess the scariest part was not knowing when they'd cart me down the corridor again and have that awful cloth suddenly draped over my face.

That's about it. When the infection was finally contained (by mid-summer), less and less packing was put into the incision till the day finally came that I could go home on little crutches that I still have. But there are a couple of other things I want to say about that summer.

One evening about ten o'clock, shortly after I'd been admitted to hospital, two nurses came to my bedside to check up on me. I wasn't asleep yet, but my eyes were closed and they thought I was. I remember clearly one of the nurses saying to the other, "Do you think he'll make it?" The other nurse answered, "I doubt it."

I didn't let on that I'd heard them. I was likely scared enough already so that the extra dose of pessimism didn't really register. Or – and this is quite likely true – perhaps little Mortie made up his mind right then and there that he WAS going to make it.

So after several months and with a lot of self determination, "Mortie" was finally able to go home. In 1946, there was a reoccurrence of the osteomyelitis, but by this time penicillin was available to the general public. The following, again, has been written by Dr. Paterson:

In 1946 my osteomyelitis returned!

Darn it. We had all thought that it was over and done with, even though we'd been warned that it might come back. But this time the infection was gone in only a few days.

This time Dr. Mowat used penicillin to stop the infection right away. It also eradicated it completely. Not once in all these years did osteomyelitis ever come back!

Miracle drug, indeed yes. But what is truly amazing is that penicillin was eventually produced in large quantities in order to treat soldiers who were dying on the battlefields of Europe not directly because of their wounds, but because of poisoned blood that carried the infection that set into those wounds. When they were treated with penicillin, many soldiers recovered. Of the thousands of soldiers who had died in battle in pre-penicillin World War I, many had died from pneumonia.

Remember that a nurse had told me in 1942 to "be a good little soldier"? I wasn't a real soldier, but I'm glad she said that.

3. Discuss the questions and do the tasks in pairs.

1. What problems did little Mortie have to get over in 1942?
2. What were the nurses talking about in the last paragraph of part 1? What was the boy's reaction to their words?
3. Find all episodes in part 1 where the little boy's feelings are described. Read them out.
4. How do you think the boy felt when the bone infection returned? How did he feel after the treatment?
5. Why do you think the author was glad that the nurse said to him to "be a good little soldier"?

4. a) Work in small groups. Make a list of other discoveries that you think were equally important.

b) Compare your lists. Do you agree with all the items on the other team's list? Be ready to prove your choice with some arguments.

LESSON 9. WRITING A NARRATIVE BIOGRAPHY

Communicative area: writing a narrative biography

1. Work in pairs. Discuss what makes a biography interesting to read. Make a list of tips for a biography writer.

2. Read the biography of an outstanding Belarusian scientist Zhares Alfyoraw. Does it sound reader-friendly? What improvements could make it more enjoyable?



Zhares Alfyoraw (born March 15, 1930) is a physicist and academic. He is famous for the creation of modern heterostructure physics and electronics. He is also a Russian politician and has been a member of the Russian State Parliament, the Duma, since 1995. Alfyoraw invented the heterotransistor. It revolutionised the mobile phone and satellite communications.

Alfyoraw was born in Vitsebsk, BSSR. In 1952 he graduated from V. I. Ulyanaw (Lenin) Electrotechnical Institute in Leningrad. Since 1953 he has worked in the Iofe Physico-Technical Institute of the USSR Academy of Sciences. He has been director of the Institute since 1987. He was elected a member of the USSR Academy of Sciences in 1972. From 1989 he has been Vice-President of the USSR Academy of Sciences and President of its Saint Petersburg Scientific Centre. He received the 2000 Nobel Prize in Physics together with Herbert Kroemer.

3. You are going to improve the biography above using the facts from the autobiography you read at home and your own ideas. Before you start writing take your time to think over each of the following points.

1. Organise your thoughts before starting to write; think of the part of the person's life you would like to highlight. Some useful questions could be: what makes this person so special and interesting? How could he or she be best described? Which were the events that marked or changed his or her life?

2. Remember that a good story offers drama, excitement and human interest. Tell this person's story so that your reader will be at the edge of their seats wanting to learn more. Ask yourself:

How can I ...

– change the sentences so that the main ideas stand out more clearly? Add examples so that the stand with enough support? Add details or information which will make the biography livelier?

– make sure each section of the biography does what it is meant to do? Is the introduction inviting? Does it state the issue clearly? Does the conclusion pull together the whole piece? Does it end with a strong point?

– put stronger words where they are needed? Replace simple words with language which is just right? Can I combine some short sentences?

4. **Write your version of the narrative biography of Zhares Alfyoraw.**

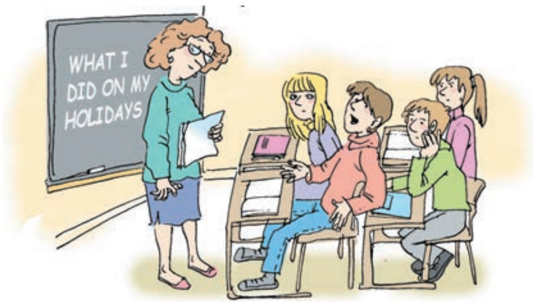
Project: CLASSROOM ANECDOTE

a) Look at some comics and read some anecdotes below. Do you find them funny?

a) **Lori K.:** Actually I understand but I also kind of don't understand.

b) **Teacher:** I hope I didn't see you looking at Don's paper.
Johnny: I hope you didn't either.

c)



"Can't I just email you a link to my blog, miss."

d) Adrienne Sonnek, our school principal, was walking around the school when she noticed a 1st grade pupil leaving the hallway bathroom. Seeing her, the youngster dashed into his classroom shouting, "The princess is coming! The prin-

cess is coming!" To make sure everyone knew exactly who the princess was Sonnek wasted no time following him into the classroom, smiling from ear to ear.

b) What section of a "classroom jokes" brochure is each joke from?

Anecdote
Comics
Famous quotes
Dialogue joke

c) Work together to make a small brochure of your class jokes and anecdotes.

UNIT 8
NEWS

LESSON 1. NEWS

Communicative area: asking for and giving information
Active vocabulary: collocations and compound words with the word ‘news’, mass media, to print
Active grammar: singular and plural of nouns

1. a) Look at the cartoon. What’s the news?



b) Match the sayings with their meanings. Do you have similar sayings in your language?

A. Bad news travels fast. B. No news is good news. C. Don’t shoot the messenger who brings bad news.

1. do not be angry with someone because they tell you something bad;
2. you hear about bad things more quickly than you hear about good ones;
3. you would have been told if anything bad had happened.

2. a) Study the dictionary page on news. Find the equivalents of the words in bold in your language. Compare your ideas with your classmates'.

news – (U) 1. information about something that has happened recently; *E.g. Great news! Tell me all your news*;

a piece of news / an item of news; *E.g. She's just told me an interesting piece of news*;

good / bad news; *E.g. Well, choose, which news first – good or bad?*

2. reports of recent events in the newspapers or on the radio or television; *E.g. News is coming in of a terrorist attack in India*;

to be in the news; *E.g. Angelina Jolie is in the news again! She's adopted an Ethiopian girl.*

latest news; *E.g. Have you heard the latest news from the Olympic Games?*

to be front page news – be interesting enough to be on the front page of a newspaper; *E.g. The flood in China is the front page news today.*

to make the news – to become important enough to be reported in a newspaper or news programme

3. **the news** – a regular television or radio programme that gives you reports of recent events

on the news – It sounds unbelievable but I heard it on the news last night;

newspaper – one of the **mass media**; a regularly printed document consisting of news reports, articles, pictures, advertisements that are printed on large sheets of paper, which is sold daily or weekly;

mass media (singular – **medium**) – the newspapers, magazines, and television and radio companies that reach large numbers of people and can influence what they do or think;

to print a newspaper – to produce it in large quantities;

newsletter – one or several sheets of **printed** news sent regularly to a particular group of people;

newsagent – someone who owns or works in a shop that sells newspapers and magazines;

newsreader – someone who reads the news on television or radio;

newsflash – a brief news report on radio or television, giving the most recent information about an important or unexpected event;

news bulletin – a short news programme on television or radio often about something that has just happened, or a short newspaper printed by an organisation.

b) **Look at the highlighted words in ex. 2a. Are they singular or plural? Read the rules on pages 276–279 to check your ideas.**

c) **Use the words and phrases from the box to complete the sentences below.**

media (2), medium (2), the news about, the best piece of news, no news, all your news, the early morning news, the news that, any news, on the news, in the news, bad news, good news

1. The mass ... has become one of the main instruments of change in the world. 2. I've got some ... for you, Mum. I'm going to have a baby. 3. Was there anything interesting ... this evening? 4. The negative image of the police that is portrayed in the mass ... worries us a lot. 5. The newspaper is a print ... and the television is a broadcasting ... . 6. That's the best ... I've heard for months. 7. We've had ... of them since they left for Italy. 8. I like to watch ... over my morning cup of coffee. 9. Have you heard ... Jack and Jill? They're getting married! 10. Is there ... , officer? Will you find him? 11. Please, write and tell us ... . 12. ... Victor had died took everyone by surprise. 13. I'm afraid, I've got some ... for you, sir. Your daughter has been seriously injured in a road accident. 14. They've been ... a lot recently because of their business problems.

3. a) **Work in pairs. Ask and answer the questions.**

1. Who usually tells you the latest school news?
2. How often is the news broadcast in your country?
3. What's the most interesting piece of news you have heard recently?
4. If you have to listen to both good and bad news, do you prefer to listen to the good or bad news first?
5. Who is in the news now?
6. How often do they broadcast news bulletins on local TV?

7. What's the most shocking news flash you have seen?
8. What is the front page news today?
9. What events often make news in your country?
10. What did you hear on the news last night?
11. What newspapers do you usually buy at the newsagent's?
12. Does your school have a printed newsletter?
13. What's your favourite newspaper? How many sheets does it have?
14. Would you like to be a newsreader on television or radio?
15. Do they print a newspaper in your town, city, village?
16. Would you like to work in mass media?

b) **Report the most interesting findings to the group.**

LESSON 2. NEWSPAPERS

Communicative area: asking for and giving information
Active vocabulary: to broadcast, a broadsheet, a tabloid, to include, to deliver, to provide (with), to remain
Active grammar: articles with names of newspapers

1. a) **Look at these British newspapers. Which of them would you like to buy? Why?**



b) Read the description of two main types of British newspapers. Match them with the pictures from ex. 1a.

broadsheet – a newspaper that used to be printed on large paper; a quality newspaper. *E.g. In Britain, the broadsheets are generally believed to be more serious than the tabloids.*
tabloid – a type of popular newspaper with small pages which has many pictures and short simple reports. *E.g. the tabloid press, a tabloid newspaper, a tabloid format. Information on the personal life of a film star is just the sort of story the tabloids love.*

2. a) Read the information on newspapers in Britain. Work in pairs. Guess what words and numbers are missing.

British mass media **include** ... radio stations, ... television channels, ... newspapers and ... magazines – from ... media owners. They all **provide** us **with** news. The most traditional medium of **delivering** news to the people is, of course, the newspaper.

National newspapers in the UK were traditionally divided by format, between serious, intelligent, quality newspapers – ... – and the sensational, popular or red-top ... . Several of the broadsheet newspapers have now changed to tabloid or Berliner formats. ("Berliner" is about the same size as a tabloid, which is easy to open in public transport, but taller.) Even so, the difference in reputation between the two types still **remains.**

Broadsheets and 'broadsheet style' newspapers (serious ones but in "Berliner" or tabloid format) are "The Daily Telegraph", ... , "The Sunday Times", ... , "The Observer", "The Independent". Tabloids are "The Daily Express", "The Daily Mail", ... , "The Mirror", ... , "The People", "The Daily Express".

b) Listen and check yourselves.

c) Match the verbs with their definitions. Use the context of ex. 2a for help.

to include	a) to stay in the same place or in the same condition
to provide (with)	b) to contain (something) as a part of something else, or to make (something) part of something else

to deliver	c) to give (someone) or arrange for (someone) to have (something which is useful or desirable or which they will need)
to remain	d) to take (goods, letters, parcels etc.) to people's houses or places of work

d) Correct the statements below.

1. Mass media include television, radio and newspapers.
2. Mass media provide us with knowledge.
3. The most traditional medium of delivering news to the people is the radio.
4. Newspapers have remained the only medium of delivering the news to the people for years.

3. Pay attention to the use of articles with the names of newspapers. Read the rules on page 296.

4. a) Study the picture of a newspaper structure. Guess the meaning of the words in the labels. Check with your teacher.



b) **Fill in the words from ex. 4a to complete the questions.**

1. Does your favourite newspaper have a … ? 2. Do you start reading a newspaper from the … or from the back page? 3. Do you usually read the … on the front page? 4. What sort of … do you usually read? 5. What is your favourite …? 6. Are the … in your favourite newspaper catching? 7. Do you read … in your local newspaper? 8. Do you normally read … under the photos in your favourite newspaper?

c) **Use the questions above to interview your partner.**

5. **Work in small groups. Answer the questions.**

1. Do you think it is important to know the latest news? 2. Where do you get local and international news from? 3. Do you read newspapers and magazines, listen to the radio or watch television? 4. Which form of mass media is the most popular in Belarus? 5. Which newspapers printed in Belarus are quality and which are popular newspapers? 6. Is your or your family's favourite newspaper a tabloid or a broadsheet?

LESSON 3. BALANCED REPORTING?

Communicative area: speaking about preferences in newspapers; expressing an opinion
Active vocabulary: a report, to report, a reporter, reported, sensational, (un)biased, balanced, a source

1. **a)** **Guess the word: it's a person whose job is to discover information about news events and describe them for a newspaper or magazine or for radio or television. This word is synonymous to 'journalist'.**

b) **Study the diagram. What parts of speech are the words in the diagram?**



2. a) Zoe Mills is a reporter. She's writing a report about people's attitude to newspapers. First she launched a forum on the topic.



b) Read the forum comments and say what kind of newspapers most people on the forum prefer: tabloids or broadsheets. What newspaper seems to be most popular?

Samandmai: The Guardian is the best newspaper in the UK.

Smiggs: I love The Guardian. It's got quality to the articles and it's not **sensational.**

Paper Doll: I usually bought it on Fridays for the film and music reviews. I have recently started reading tabloids. Now I'm getting the Sun – it's okay but I am tired of their sensational stuff.

Soulboy 77: I find the Guardian the easiest read of the quality newspapers.

Peter the Great: The Guardian is the only newspaper I will read. Just because I'm working class it doesn't mean I want to read newspapers like The Star or The Sun.

Iceman: The Sun is okay with their attractive headlines, but its website is terrible. The Guardian's website is great!

Viridiana: I prefer The Times – they are more realistic than the Guardian.

Hal Evans: We buy fourteen newspapers per week and I am sick to death of reading about pop stars and showbiz personalities and their lovers. I buy the newspapers for NEWS! I want to know what's going on in the world.

Mo: One of my favourite pastimes is sitting, drinking tea or coffee at an outside café – and reading a good broadsheet.

RPG: I often buy a tabloid when I'm on the train. It just helps to pass the time.

Richard: I buy the Guardian because it's an **unbiased** newspaper.

If you want to read a newspaper, get a broadsheet; if you are more interested in reading about what you'll be watching on TV, then get The Star or something like it.

Djadam: Don't buy newspapers as the news is **biased**. Watch BBC news 24 and CNN for unbiased reports.

JBee: I find the best way to use newspapers is to read as much news as you can, from as many **sources** as possible – for a **balanced** view of the world. I noticed the BBC was called unbiased earlier, but I would have to disagree.

Freebird: Of course, newspapers are worth buying! They are a daily source of news, education and fun (oh, and yes, the horoscopes) that no home should be without. In fact, every home should have at least 3 different newspapers a day to get a balanced opinion of world events. Think of your kids. Teaching them to read newspapers on a regular basis can only be a good thing. Also, buying newspapers you're doing your bit for the local economy. In return for keeping me in business (oh, did I forget to say, I'm a newsagent), I can afford to go out, keeping other people in business. It's just the way of the world.

Rich: And like it or not, mass media are very important! Even tabloids sometimes come up with good stories. Just imagine the political scandals that would go unnoticed without reporters.

c) Guess the meanings of the words in bold.

d) Complete the dictionary definitions with the words from ex 1, 2.

1. To give a description of an event or information about it to someone means to … .
2. A story about an event printed in a newspaper or broadcast on radio or television is a … .
3. A person whose job is to discover information about news events and describe them for a newspaper or magazine or for radio or television is a … .
4. A report that considers all sides can be called … .
5. Newspapers intended to excite or shock people rather than be serious and factual are called … .

6. A report is ... if it shows an unreasonable preference or dislike for a person or group of people based on personal opinions.
7. If there is no such preference shown in the report it will be called ... .
8. The place something comes from or starts at, or the cause of something is a ... .

e) Complete the sentences with some active vocabulary of the lesson.

1. The headline of the article on the front page was very attractive, but the article itself was **s** ... as usual. 2. I'm not sure if my favourite newspaper is **b** ... or not, but it's definitely worth buying. 3. I think this newspaper is a good **s** ... of information, it gives the readers a **b** ... picture of the world. 4. Tens of **r** ... die every year for the idea of providing people with **u** ... coverage of world events. 5. **R** ... of a terrible flood are coming from Pakistan. 6. Kennedy's assassination was **r** ... in newspapers all over the world.

3. Find more words and phrases in the forum to describe: A – broadsheets, B – tabloids and C – newspapers in general.

A. serious, ...
B. attractive headlines, ...
C. different sources of information, ...

4. Discuss in a small group: Whose forum comments do you agree with? What is your opinion about tabloids and broadsheets?

LESSON 4. REPORTED SPEECH

Communicative area: reporting what someone said
Active grammar: reported speech – requests and statements

1. a) Listen to the rhyme. These are the words that a reporter might say to the person he or she is interviewing.

Say what you know,
Please, don't tell a lie,
Tell me a secret
To keep till I die.

tell *somebody*; say *something* (*to somebody*)

b) **Pay attention to the use of verbs 'say' and 'tell'. Read the rules on pages 290–291.**

c) **How long will it take you to learn the rhyme by heart?**

2. **a)** **A tabloid reporter disappeared right after an interview. The police are interrogating the last person who saw the reporter – the interviewee. Listen and complete the notes.**

– What did she ask you to do?
– She told me … . She also asked me not … She asked me …

b) **In the rhyme the reporter spoke to the interviewee directly. In the conversation with the police the police can't speak to the reporter directly so the interviewee reports the journalist's words. Compare the direct speech and the reported (indirect) speech lines in ex. 1a and ex. 2a. Answer the grammar questions on page 295. Read the rules on reporting requests and commands on page 292.**

3. **a)** **Report the imperatives from lesson 3, ex. 2a. (The sentences on a blue background.)**

b) **Listen to some requests and commands and report them.**

4. **a)** **Read part of Zoe's report about the forum. Compare the reported speech sentences with direct speech in the underlined sentences of the forum comments. Analyse the differences.**

When the reporter contacted the forum participants on the phone, they told her that they didn't mind the journalist using their comments in her survey report.

Most people said that they loved The Guardian and for them it was the only newspaper they would read. One of them wrote that he bought The Guardian because it was an unbiased newspaper. Some of the forum participants said they preferred other broadsheets like The Times, etc.

Another group of participants said that they had recently started reading tabloids. One of them, for example, wrote that earlier he used to buy The Guardian on Fridays for music reviews and added that he was getting the Sun at that moment.

One of the participants said that he had noticed that BBC had been called unbiased, but he said that he would have to disagree.

b) Answer the grammar questions on page 296. Study the reported speech rules on pages 292, 294–296. Use them to report the other comments from the forum.

5. a) Read Bill Murray's answers to reporter's questions about the newspaper he reads. Report them for a newspaper article.

– I bought my first newspaper a year ago. It doesn't mean I had never read a newspaper before that.

– When I was younger I usually read the newspapers my parents got or bought.

– It is delivered to my door every weekend. So now I have my own source of news. And as it is a huge newspaper which consists of dozens of pages, I read it from Sunday to next Saturday.

– I've been reading my newspaper for a year and I've always been happy with it. It provides me with a balanced view of the world.

– It includes an amazing sports page! It's the first thing I read. But don't quote me on that!

– I hope it will remain as interesting and unbiased as it is now.

b) Report Bill's answers for an article.

c) Match the answers in ex. 5a with the reporter's questions.

1. Do you think it will always remain interesting?
2. When did you buy your first newspaper?
3. Have you always been happy with it?
4. How often do you read it?

5. Did you use to read any newspapers before that?
6. What do you like most about your newspaper?

6. Use the questions in ex. 5c to interview one of your classmates. Note down their answers. Report the answers in the form of a short article. Use reported speech.

LESSON 5. INTERVIEWS

Communicative area: asking for and giving information
Active vocabulary: a ritual
Active grammar: reported speech – questions

1. a) Read the sayings of great people about newspapers. Which of them do you agree with?

1. ***The man who reads nothing at all is better educated than the man who reads nothing, but newspapers.*** Thomas Jefferson (1743–1826), third president of the United States.
2. ***Early in life I noticed that no event is ever correctly reported in a newspaper.*** George Orwell (1903–1950), British novelist, essayist, and critic.
3. ***All I know is just what I read in the papers.*** Will Rogers (1879–1935, American humorist and actor.
4. ***A good newspaper is a nation talking to itself.*** Arthur Miller (1915–2005), American dramatist.

b) Take one minute to remember the sayings and their authors as well as you can. Play the guessing game. Take turns. Student A: reports what one of the great people said (without mentioning their name). Student B: tries to remember who said that (without looking into the book).

E.g. Student A: He said that all he knew was just what he read in the papers.
Student B: It was ...

c) What is more interesting for you to read: newspapers or magazines?

2. **a) Listen to the interview.**
Is *The New Yorker* the only magazine that Jerry has liked in his life?



b) Here are the questions of the interview. Listen again and take notes of the answers.

1. Tell us who you are, what you do and what you are interested in.
2. How long have you been reading magazines?
3. Why did you start reading *The New Yorker*?
4. Do you have any magazine-reading rituals?

c) Interview your classmate about their favourite magazine. Use the questions in ex. 2b.

3. **a) Read the questions in ex. 2b. Only one of them is indirect. Which one? What was the original question?**

b) Read the rules on pages 292–293 and report questions 2–4 from ex. 2b.

4. **a) Use the three questions on your card to interview as many of your classmates as you can. Don't make notes. Enjoy the conversations. Give detailed answers.**

Do you read any newspapers? Who is your best friend? What music do you like listening to?	Do you read any magazines? Where were you born? How much time does it usually take you to do homework?
Are you a member of any youth organisation? How old is your best friend? Do you play any musical instrument?	Do you want to enter a university after school? How often do you listen to the radio? Are you good at singing?

Have you ever been abroad? Do you get on well with your parents? What do you eat for breakfast?	Who is the friendliest person you know? When's your birthday? Have you got any hobbies?
Do you live in a house or in a flat? How do you usually get to school? What job would you like to do in the future?	What's your favourite magazine? Would you like to travel to Britain? Have you ever been to an art exhibition?
Who is the most famous person in your country? Do you like reading? How long have you been learning English?	What's your favourite painting? How many hours a day do you watch TV? What interesting places have you been to?
Have you ever been to a rock concert? When do you think you will get married? Do you like fast food?	Who is your favourite painter? What does your family name mean? Do you go to bed before or after midnight?
What are your favourite subjects? How often do you go out with friends? Have you got a pet?	What were your favourite subjects in the primary school? Did you get good marks in the exams last year? Do you like English?

b) Work in three groups. Report the questions you were asked by the members of other groups. Which group can remember more questions?

Nick asked me what my favourite magazine was.

LESSON 6. I WATCH THE TELLY WHILST LYING ON THE SETTEE

Communicative area: asking for and giving information; doing a survey; writing a report
Active vocabulary: a channel, a commercial, satellite, cable, a soap, a sitcom, a host, to feature, live

1. Answer the questions in pairs.

1. Translate the title of the lesson from British English into American English. Do you watch TV like that?
2. How much TV do you watch every day? Is there a TV in your bedroom? Do you like watching TV?

2. Read the facts about television in Britain. Which facts do you find the most surprising?

There are more than 500 TV channels in Britain: freeview, satellite and cable channels.

The BBC has five national radio networks and also 39 local radio stations which together broadcast all types of music, news, drama, education, sport and other programmes.

The BBC has been providing regular TV broadcasts since 1936.

People in Britain watch about 25 hours of TV every week.

People in Britain listen to about 16 hours of radio each week.

About 96% of the population of Britain have television in their homes. Many homes have two or more TV-sets.

There are 5 main channels in Britain. The two BBC channels are commercial free while the other three have commercials.

In Great Britain it's a crime to own a television if you don't have a license.

3. **Read about other TV programmes the British watch. Match the types of programmes with their descriptions.**

Drama and sitcoms (situational comedies)

Game shows

Reality programmes

Charity shows

Talk shows (Chat shows)

Lifestyle programmes

Gardening shows

DIY programmes

Soaps

Animal and Wildlife programmes

Music programmes

Shopping programmes

A. Do It Yourself programmes. They are very popular as many people love renovating their homes and decorating.

B. Plays performed on the radio or television and amusing television or radio shows in which the same characters appear in each programme in a different story. E.g. *Men Behaving Badly*, *Inspector Morse*, *Cracker*, *the Royal Family*, *Poirot*, etc.

C. A series of television or radio programmes about the lives and problems of a particular group of characters. They run over a long period and are broadcast several times every week. The most popular are *Eastenders* and *Coronation Street*.

D. Programmes filming normal people in their everyday lives or putting several people in a specially built house where they can be filmed 24 hours-a-day and giving them challenges to do. The most famous of these is *Big Brother*.

E. Programmes hosted by a TV personality (or **host) featuring** guests who talk about their lives. E.g. *The Oprah Winfrey Show*.

F. TV programmes featuring competitive games and quizzes. E.g. *The Weakest Link, Who Wants to Be a Millionaire.*

G. Programmes about wild animals or pets, often hosted by a well-known TV personality. E.g. *Monkey Business, Big Cat Diary.*

H. A 'telethon' show during which people phone in and donate money. E.g. *Live Aid, Children in Need.*

I. Phone in TV shows where people can either buy featured items or bid for them.

J. TV shows featuring **live** or recorded music. E.g. *MTV Unplugged, The BBC Proms.*

K. TV shows featuring topics such as fashion, exercise, health and leisure. E.g. *Top Gear, You are What You Eat.*

L. Programmes about gardening, often fronted by a well known personality. E.g. *Gardener's World.*

4. a) Match the words with their definitions.

channel (*n*)	a) broadcast, recorded or seen while it is happening; real
commercial (*adj*)	b) an advertisement which is broadcast on television or radio
satellite (*n*)	c) sending television pictures and sound along cables – wires used to carry electricity
cable (*v*)	d) a television station
host (*n*)	e) provided by an artificial object sent up in space travel round the earth
to feature (*v*)	f) a person on television or radio who introduces guests and performers
live (*adj*)	g) to show, to include a special performance or a special item

b) **Complete the questions with the active vocabulary of the lesson.**

1. Have you got … television yet? 2. How many … channels do you get? 3. Do you prefer … recordings or studio recordings? 4. Who is your favourite TV programme … ? 5. What's your favourite TV … ? 6. What do you usually do during … breaks? 7. Do you like the song in which Linkin Park … Jay-Z?

c) **Use the questions in ex. 4b to interview your partner.**

5. **a)** **If you could watch only three types of TV programmes, which of them would you watch? Why?**

b) **Are there similar TV programmes in Belarus?**

c) **What programmes do the members of your family like watching?**

LESSON 7. A TV SURVEY

Communicative area: asking for and giving information; writing a report

1. **a)** **Listen to the conversations. Look at the cartoons. Match the conversations with the cartoons.**



1



2



3

a) – Why will television never take place of newspapers?
– Have you ever tried swatting a fly with a television?

b) – What's on television tonight, son?
– Same as usual, dad: the goldfish and a lamp.

c) Knock, knock.
– Who's there?
– Watson.
– Watson who?
– What's on television?

d) Knock, knock.
– Who's there?
– Alison.
– Alison who?
– I listen to my radio.

b) Listen and repeat.

c) Role-play the conversations. Pay attention to your intonation.

2. **a) Listen to some British people interviewed about TV. What questions were they asked?**

b) Listen again. Take notes of their answers. Then, fill in the missing words to complete a report on a TV preferences survey.

Most people in the group said that they sometimes watched … on television but very rarely listened to it on the radio. Everyone in the group said that they watched various programmes: from chat shows to lifestyle programmes. A few people told the reporter that they watched … or … . All people in the group said that their parents mostly watched … , … , …and … . Most of the interviewees said that their favourite programmes were … and … . Some of the interviewed people told the reporter that they liked … and … . Several students said that they couldn't stand … . A small number of interviewees said that they preferred … to … .

3. **a) What programmes are most popular on British television? How old do you think the interviewees are? Why do you think so?**

b) **Work in pairs. Use ex. 2a to speak about TV in Belarus. Discuss what TV programmes are popular in your country.**

4. a) **Use the questions you have worked out in ex. 2a to interview as many of your classmates as you can.**

b) **Write a report of your survey. Use the phrases from ex. 2b.**

LESSON 8. BREAKING NEWS

Communicative area: taking notes; retelling news

1. **Ask and answer the questions.**

1. If you 'break the news to someone', you tell them about something bad which has just happened and which has an effect on them. Have you ever come across the words 'breaking news'? 2. Have you ever listened to a news bulletin in English on radio or television? Was it easy to understand? 3. What do you think is better: to try and understand every word when you listen to the news in English or to relax and try to get the main idea of the news?

2. a) **Look at the headlines of four news items of a news bulletin. What is each news item going to be about?**

A. PAKISTAN FLOODS

B. TORNADO IN SOUTH DAKOTA

C. *FIRES AROUND MOSCOW*

D. LANDSLIDES IN CHINA

b) **Listen to the news items. Write down the order you will hear them in. Which is the most shocking piece of news?**

3. a) **Listen to the news bulletin again. Match the items of news with the government bodies which commented on the situation.**

the UN Refugee Agency, Russia's Emergency Situations

Ministry, the National Weather Service, the National Weather Centre

b) Listen again. Use the questions below to take notes.

1. What?
2. Where?
3. When?
4. What are the details?
5. Who said what?

c) Use your notes to reconstruct the news bulletin you have listened to. Give each news item another headline to make it more sensational.

4. a) What do all these items of news have in common? Why do you think all these disasters are happening?

b) Imagine you are a newsreader on radio or television. Read your news items to a small group. Mind your sounds and intonation. Who could try to become a newsreader?

5. a) Work in a group of four. Use the plan in ex. 2b to write a short news item each. Help one another with editing the paragraph.

b) Practise reading the news items out loud.

c) Think of a name for your TV or radio company. Present your news bulletin to the whole group.

LESSON 9. TEENS' POINT OF VIEW

Communicative area: summarizing an article

1. a) Do you know what a tweet is?

b) **Look at the cartoon. Explain the humour.**



2. **a)** **Listen to two teenagers talking. Can you guess what they are talking about?**

b) **Listen to their conversation translated into normal English. Can you say now what they are talking about?**

c) **Do teenagers have some kind of youth speak in your country? Can you give examples of words and phrases only teenagers use?**

d) **Do you think these British teenagers watch a lot of television, listen to the radio and read broadsheets? Do you think they use Twitter?**

3. **a)** **Read the article which created a sensation in Britain. Why do you think it shocked the public so much?**

Teens Say "No Thanks" to Newspapers, Radio, and TV

European media analysts asked Matthew Robson, a 16-year-old intern (практыкант) from a London school, to write a report on teenagers' media likes and dislikes, which made the Financial Times' front page. The article makes an interesting starting point for debate.

According to Robson's report (available thanks to the Financial Times), today's teens are not really interested in any traditional media. Television, radio and newspapers are becoming less and less popular.

Teenagers don't read newspapers. Why bother reading "pages and pages of text" when they could instead "watch the news summarized on the Internet or TV?" The only newspapers that are read are the cheaper tabloids.

They're *also* not interested in listening to the radio. *Although* they may occasionally tune in to some stations, they prefer online sites where they can download music.

What's more surprising, he says that his peers still watch TV, often tuning into a particular season of TV show or sporting event like football, but the group of "regular TV watchers" who tune into daily programmes is getting smaller. *Also*, teens watch less TV than ever before thanks to online services. When commercials come on, teens, unlike more patient older generations, simply change the channel.

You would think that teenagers would be adopting the latest new media crazes like Twitter. *Apparently*, that's not the case. *In fact,* Robson says teens see no point in using Twitter. They realize that no one is viewing their profile, so they see tweeting as a pointless activity, he adds.

Twitter aside, most teens are into the Internet. They use Facebook for social networking, they search and research topics with Google, watch videos on YouTube, and download music from file-sharing sites. *Although* that last one is an illegal activity, Robson says it's still very popular since teens try to avoid paying for music.

Money and time are *instead* devoted to cinema, concerts and video game consoles. Downloading films off the Internet is not popular as the films are usually bad quality and have to be watched on a small computer screen and there is a risk of viruses, Robson said.

Although teens may be envious of modern smartphones with Internet data plans, they tend to not own these types of devices because they're too expensive. *Instead,* teens typically use their phones simply for talking and texting. *However,* they *do* use their phones for sharing music files with their friends. They do this using Bluetooth, since the service is free and most phones now support it.

Is this news so shocking? Today's teenagers have grown up surrounded by technology and the Internet, so naturally they're not going to be as interested in old media as the older generations are.

It's the best article I've ever read!

It's a very interesting read.

It's a must!

If you want to get a realistic picture of teenagers' media habits, you should read it.

It's worth reading.

b) Find underlined words which mean:

a) make your radio receive programmes from these stations;
b) wishing that you had something that another person has;
c) not useful;
d) an activity, object or idea that is very popular, usually for a short time;
e) a person who is the same age or has the same social position or the same abilities as other people in a group;
f) different from;
g) to make an effort or to take trouble to do something;
h) against the law.

c) What is the meaning of the words and phrases in italics? What do you think they are used for?

4. a) Mark the statements below True or False.

1. Matthew Robson is a reporter in the Financial Times.
2. Today's teens are interested in some traditional media.
3. Teenagers don't read newspapers because they get the news from the radio.
4. Teens read tabloids.
5. Teenagers prefer tuning in to some stations to downloading music from the Internet.
6. Matthew's peers never watch TV.

7. Teens think that Twitter is a useful media craze.
8. Teenagers use the Internet for chatting with friends, browsing Google sites, watching videos and downloading music.
9. They spend their pocket money on cinema, concerts and video games.
10. Teens think that downloading films off the Internet is not a good idea.
11. Teenagers mostly use their phones for chatting and texting.
12. They share music files with their friends using Bluetooth.

b) Write a paragraph to summarize the article.

5. Did you like this article? Use some of the phrases in the speech bubbles to recommend it to a friend. Work in pairs. Continue and role-play your conversation.

– What are you reading?
– It's an article in The Financial Times.
– What is it about?...

6. Write a short summary of the article for your school newsletter. Use as many words and phrases in italics from the article as possible.

Project: DEBATE ON MASS MEDIA

1. a) Prepare for a debate on teenagers' media preferences in your country.

Look through the article from ex. 3a in lesson 9 again. What questions do you think Matthew asked his peers for the survey? Make a list of the questions he asked and use it to interview your classmates for collecting statistics.

b) Hold a debate on the most important mass media.

• **1. Work in four groups:** print media, radio, television, Internet. Be ready to prove that your medium is the most important one.

• Brainstorm the main points of your speech. Think of facts to support your ideas.

• Choose a speaker for your group. The speaker should a) say what they are going to say; b) make three points about the motion, support each point with facts; c) say what they have said.

• **2. Vote in favour or against the speech.**

The teacher chairs the debate. For the introduction the teacher states the motion and introduces the teams. The chair (teacher) invites the speakers to summarise their argument with one sentence each. Then Students take a vote. The chair announces the results.

UNIT 9
PERSONAL NEWS

LESSON 1. MORNING MAIL

Communicative area: talking about the mail you get
Active vocabulary: mail, a pile, to pile up, an envelope, a parcel, a package, a bill, urgent, urgently

1. **Do you have an e-mail address? What's your mailing address? Do you get a lot of letters in your everyday mail?**

2. a) **Read a short excerpt from *Friends*, *Lovers*, *Chocolate* by Alexander McCall Smith. The main character of the book, Isabel, is the editor of a philosophical journal. How many items does her morning mail consist of?**

Grace brought the morning **mail** through to Isabel's study. She saw there were many more letters than usual, when she laid the **pile** of **envelopes** and **packages** on the desk.

Isabel gasped. If she were not there, how quickly would the mail **pile up**, gradually filling room after room, until the house itself was full?

"Twenty-five letters today," said Grace. "I counted them. Ten <u>manuscripts</u> – ten! Four **parcels** that look like books, one of them extremely heavy. And eleven letters, of which three are **bills,** in my opinion.

Isabel thanked her. It had become something of a ritual in recent months for Grace to attend the opening of the mail and for Isabel to hand on to her those items that could be placed straight into recycle pile.

b) **What does the underlined word mean? Why does Isabel get a lot of manuscripts?**

3. a) Match the words in bold with their definitions.

mail	a) an object or collection of objects wrapped in paper, especially so that it can be sent by post
pile	b) the letters and parcels which are transported and delivered by post, or the postal system itself
envelope	c) an object or group of objects that have been wrapped up together in paper or cardboard; a small parcel
package	d) a request for payment of money owed, or the piece of paper on which it is written
to pile up	e) a flat, usually square or rectangular, paper container for a letter
parcel	f) a mass which is high in the middle or which is made from the objects put on top of each other
bill	g) to create a pile – a larger and larger amount of something

b) Fill in the words from the chart. One of them should be used twice.

1. She spent the morning reading and answering her … . 2. Jack ran up a huge phone … talking to his girlfriend for hours. 3. The bookshelves were full and there were … of books all over the floor. 4. Because it was Granny's birthday she got several … and lots of cards. 5. Isabel has got a … of things to do today. 6. Mum, the postman has just delivered a … for you. 7. I usually buy notepaper and … in this shop. 8. My homework usually … by the weekend.

4. a) Complete the paragraph below with the words from the chart.

1. Usually I don't get a lot of … as I don't like writing traditional letters. I love getting them, though. I especially like the

ritual of opening the ... and starting to read the letter. I've even bought a special funky knife for opening letters.

2. I don't get a lot of ... either. A year ago, at Christmas the postman delivered a nice little ... to my door. I thought it was a Christmas present from some secret admirer. Unfortunately, it turned out to be a mistake – the address was written incorrectly and the name was different.

3. In my post box you can mostly find ... . They ... by the end of the month when, eventually, I get rid of the ... by paying them.

4. Oh, I write and get lots of emails every day. But it's a different story.

Br. E.: post, post box, postman; Am. E.: mail, mailbox, mailman

b) Prepare to tell your partner about the mail you usually get. Use ex. 4a for help. Tell each other about your mail.

5. a) Isabel got four very special mail items: an electricity bill, a language school advertising brochure, a leaflet advertising a house for sale and a letter, inviting her to her niece's birthday party. Which of them needs an urgent reply? Why?



Urgent – needing attention very soon, before anything else, because important; **urgent** (*adj.*) – **urgently** (*adv.*)

b) **Are there any letters that you must answer urgently?**

6. **Ask and answer.**



1. Have you ever received a parcel? Was it a big package?
2. Do you prefer email or traditional – snail mail?
3. Do you keep the letters you receive in a pile or in a special box?
4. Where do people write the return address: on the front or on the back of the envelope?
5. Who pays electricity, water and gas bills in your family?
6. What do you do with unread or unopened items of mail?
7. Is there anything that needs your attention urgently?

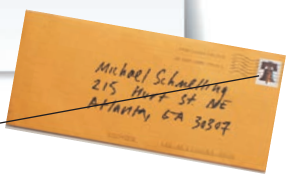
LESSON 2. I FEEL LIKE WRITING A LETTER

Communicative area: writing a letter with current news
Active vocabulary: to enclose, to thank (for), to object (to), to prevent (from), to feel like, to suggest, to keep on, to give up, to think of; to be used to; to congratulate (on)
Active grammar: use of gerunds

1. **Read the jokes. Do you understand the humour?**



– What's the difference between a postage stamp and a girl?
– One is a mail fee and the other is a female.



postage stamp

Take away my first letter, take away my second letter, take away all my letters and I still remain the same. What am I?



2. a) Read the letter in reply to an invitation. Is Julia going to the birthday party?

Ms. Emily Stewart
77Walnut Road
Cambridge CB 17 RS
May 7th

Dear Emily,

Terribly sorry for not writing *sooner. I* was busy packing *for my summer holidays. Thank you so much for the kind invitation to your birthday party. Unfortunately, I won't be able to come as we'll be abroad at that time.*

The good news is I'm going to Greece with my family tomorrow. When Mum suggested going *on holiday in July, I told her I was against that. I was thinking of going on holiday in June or August. But she said to me: "You have to, because Father and I can't go in August." I* kept on asking *Mum to change the tickets, but finally I* gave up arguing. *You know I* hate making *my Mum unhappy and I* prefer travelling to staying *at home, like all the British do. Though, this year I* would prefer to stay *at home in July as I would so much like to* congratulate you on turning sixteen *in person. I'm a little worried about Greece.* I'm not used to spending *my time somewhere really hot. But, Greece, I hope, will be a wonderful experience. I'm going to see some ancient ruins and try some delicious local food.*

How are you? What have you been doing? Have you heard from George? Please write back and tell me all your news.

Must stop here as my angry Father wants me to help him <u>with packing</u> his clothes. Will write more when I'm in Greece.

<u>Look forward to seeing</u> you in August. Give my regards to your parents. Hope to hear from you soon.

Love, Julia.

P.S. I'm also sending you a little gift for your birthday. Hope it arrives in time. Check your mail.

P.P.S. I enclose a recent photo from one of our gigs.

gift = present; gig = concert

b) Match the letter parts with the rubrics.

Closing, postscript, telling the news, opening, address, date, starting the letter, asking for news, signing up

c) Find the lines in which Julia:

a) <u>apologised for replying</u> late;
b) <u>thanked Emily for inviting</u> her to her birthday party;
c) explained what <u>prevented her from attending</u> the party;
d) says she <u>didn't feel like going</u> to Greece in July;
e) <u>objected to going</u> on holiday in August;
f) <u>stopped arguing;</u>
g) told Emily that she <u>looked forward to meeting</u> with her later;
h) <u>went on asking</u> her parents to change the holiday plans.

3. a) Match the verbs with their meanings.

apologise (for) (*v*)	a) send something in the same envelope or parcel as something else
thank (for) (*v*)	b) feel pleasure that something is going to happen
prevent (from) (*v*)	c) to express to someone that you are pleased about something that they have done

feel like (*v*)	d) to mention an idea, possible plan or action for other people to consider
object (to) (*v*)	e) to stop doing or having something
look forward (to) (*v*)	f) to feel or express opposition to or dislike of something or someone
give up (*v*)	g) to continue doing something without stopping, or to do it repeatedly
keep on (*v*)	h) to want to do something at a particular moment
suggest (*v*)	i) to stop something happening or someone doing something
enclose (*v*)	j) to tell someone that you are sorry for having done something that has caused them inconvenience or unhappiness
think of (*v*)	k) to spend time thinking about a possibility or making a decision; to consider
be used to (*v*)	l) to tell someone that you are pleased about their special or unusual achievement
congratulate (on) (*v*)	m) be familiar with

b) Fill in the missing verbs.

1. Do you always … coming late to school? 2. Do you always … your Mum … making breakfasts and dinners for you? 3. Are you … spending your summer holidays somewhere hot? 4. Do you … your friends … making mistakes? 5. What do you … doing now? 6. Do you … people smoking in your presence? 7. Do you want to … doing something unhealthy or silly? 8. Have you ever received a letter with a photo …? 9. Are you …

finding a pen-friend in an English-speaking country? 10. Is it a good idea to … helping other people even if they don't thank you for help? 11. Do you think you will ever … people being impolite with you? 12. Do you think it's important to … a person … turning sixteen? 13. If your best friend … doing something illegal, will you do this together with your friend?

4. a) **Look through all the underlined phrases in ex. 2a, c. Answer the questions on page 306.**

   b) **Read the rules on using gerunds on pages 303–304. Check your ideas in ex. 3a.**

   c) **Use the questions in ex. 3b to interview your partner.**

5. **Imagine you have a friend in Britain. Write a letter to your friend telling them the latest news. Use ex. 2a as a sample.**

LESSON 3. A THANK YOU NOTE

Communicative area: writing a thank-you note
Active vocabulary: thankful, pushy, rude, blank, to appreciate

1. a) **Listen to the *Thank You* poem by Goldie Olszynko Gryn. Follow in the book. Is this person really thankful?**

Thank you for the birthday cake (it tasted like my socks).
Thank you for the birthday gift (at least I liked the box).
Thank you for the birthday song (you yelled into my ear).
Thank you for the birthday punch (left over from last year),
Thank you, Mum, and thank you, Dad, and thank you, Brother Ben.
I'll thank you now for never ever doing this again.

   b) **Listen and repeat after the speaker. Then read the poem to your partner. Pay attention to the sounds and the intonation.**

2. a) Read the magazine article on thank-you notes. What do letters Q and A stand for?

Rude! Rude! Rude!

Q: Why don't people write thank-you notes? I always send cards, and I make sure my children *do* too. But my friends never *do*. How can I get them to write notes without sounding as if I'm being **pushy**?

Brenda Mitchell

A: You can't change people – you can only react to *them*. Either stop giving them gifts (and send a greeting card instead) or learn to accept the fact that this is just the way some people are.

Jack Walker

A: For your friends' birthdays, give *them* packages of pretty **blank** cards. You might also include some that have the words thank you written inside. After these gifts you'll receive a thank-you note in return for sure.

Anna M.

A: If these people really are your friends, you should be **thankful** for their friendship. It's nice that you always send notes, but I'm sure your friends would **appreciate** you even if you *didn't*.

Bettie Martin

b) Which of the words in bold mean:

a) carrying no information or mark; empty or clear;
b) trying strongly to make someone else do something;
c) pleased or grateful;
d) recognize or understand that something or somebody is important; being thankful to someone?

c) Use the context to say what the words in italics stand for.

d) Match the underlined phrases with the definitions:

certainly; do something so that it will happen; be certain about something

e) **Whose recommendation do you agree with?**

3. **Ask and answer.**

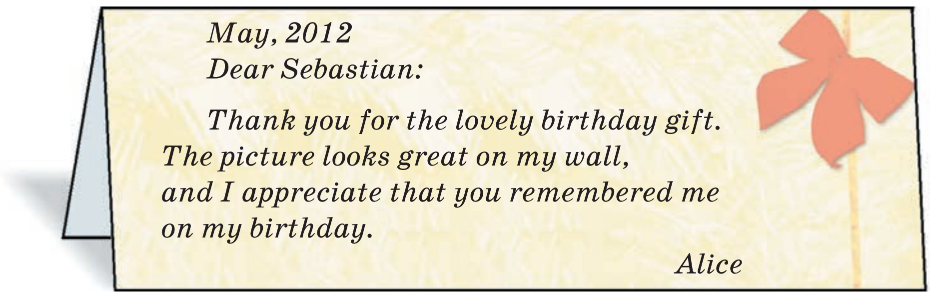
1. Is there a tradition to send thank-you cards in Belarus? 2. Do you prefer to buy blank cards or cards with messages? 3. Does it ever happen to you that pushy shop-assistants try to make you buy something you don't really like? 4. Are you usually thankful to the people who congratulate you on your birthday or on other occasions? 5. Do you appreciate how much time your friends spend to find a present or even a birthday card for you?

4. **a)** **Follow the instructions to write a thank you note.**

Thank you notes are short, and they do not take much time to write. Start with a blank piece of paper or a blank card, and write the following:

- The date
- The person's name
- One sentence explaining why you are thanking the person
- A second sentence, saying something nice about the gift, invitation, or help you received
- Your signature (which must be legible (разборлівы))

Example:



b) **Play the Thank You Card game. Have fun!**

Step 1: Get a card with a classmate's name from your teacher. Think of a suitable gift you would like to give your friend. Fill in the information on the card. Send it over to your classmate.



FROM ______________
TO_________________
CIFT________________

Step 2: Receive a 'gift' from your classmate. Write a thank-you note for the gift. Send it over to the person who wrote it.
Step 3: Receive the thank-you note. How are you feeling?

LESSON 4. THEY READ MY LETTERS!

Communicative area: asking for and giving information; expressing an opinion
Active vocabulary: an amount, a boundary, to set limits, to indulge in, protective, over-protective, strict, to approve of, to forgive (for), to warn (against), to decide (against)
Active grammar: verbs followed by infinitives or gerunds

1. a) **Listen to the jokes. Follow in the book. Do you think the teacher and the parent are too pushy?**

A. Fred: Dad, I'm too tired to do my homework.
Dad: Now my boy, hard work never killed anyone yet.
Fred: So why should I run the risk of being the first?

B. Teacher: Johnson, stop showing off. Do you think you're the teacher of this class?
Boy: No, sir.
Teacher: Right, then stop behaving like a fool.

b) **Find examples of gerund usage in the jokes.**

c) **Listen to the jokes again. Repeat after the speaker. Pay attention to the sounds and the intonation.**

d) **Role-play the jokes.**

2. a) **Listen to the radio phone- in programme. What question were the listeners asked? Choose from the list.**

king – kingdom, free –freedom

- Are parents too pushy and over-protective?
- Do teenagers get too much freedom these days?
- Are teenagers too unruly and naughty?

b) **Listen again. Who said that?**

A. But the **amount** of freedom given by the parents is a different story.
B. I believe kids like me, without too many **boundaries,** have a much better relationship with their parents.
C. But parents who **set limits** for their teens are usually better off.
D. My parents were very **strict** when I was growing up.
E. However, you can be **overprotective** by not letting your teens meet friends at all, which will lead to problems later in life.
F. Parents are **protective** because they want their kids to have more chances in their lives.
G. If children get too much freedom, they **indulge in** bad habits.
H. If you **push** your children too hard one way, they're going to go the other way.

3. a) **Match the words with the definitions.**

amount (*n*)	a) to allow yourself or someone else to have a lot of something enjoyable
boundary (*n*)	b) an often imaginary line that marks the limit of something
indulge in (*v*)	c) to establish limits
protective (*adj*)	d) wishing to protect too much

over-protective (*adj*)	e) a collection or mass, especially of something which cannot be counted
to set limits	f) greatly limiting someone's freedom to behave as they wish
strict (*adj*)	g) wishing to protect
to push (v)	h) to use physical pressure especially with your hands, in order to move something into a different position

b) Guess the meaning of the following verbs from the context.

Melissa: I agree. I think that putting a lot of boundaries on teenagers makes them want to cross them. My parents were very strict when I was growing up. They didn't **approve of** my meeting with mates, they always **objected to** my staying out late. They wouldn't **forgive** me **for** being even 5 minutes late and they always **warned** me **against** going out with boys. As a result, I went a little wild between the ages of 14–16 – nothing serious just losing interest in school, because I got sick of my parents being so pushy. I also **decided against** being a good girl and I used to go to night clubs a lot.

c) All of these verbs (ex. b) are followed by gerunds. Match the verbs with the meanings.

- to feel or express opposition to or dislike of something or someone;
- to tell someone about a possible danger or problem in the future;
- to stop being angry with someone for something they have done;
- to have a positive opinion (of);
- to choose, after careful thought, not to do something.

d) Read two sentences from the radio programme.

1. Because my mother and my grandma didn't **try being so controlling,** I learned to open up to them more.

2. She will understand me right away and **try to help** me fix it without making me feel bad about it.

e) **In the first case a gerund is used after the verb 'try', in the second – an infinitive. Is there a difference in the meaning of the verb 'try'? Read the rules on page 304 to check your guesses.**

4. a) **Listen to the programme again. Whose opinion do you agree with?**

b) **Fill in the missing words from the lesson.**

1. Are your parents too **s** ...? 2. Did you grow up without rules or **b** ...? 3. Do your parents **s** ... **l** ... for you now? 4. What do they always **w** ... you **a** ...? 5. What kind of behaviour don't they **a** ... of? 6. Do they **f** ... you **f** ... being impolite sometimes? 7. Do you think one day you will **d** ... **a** ... listening to your parents? Why? Why not? 8. Would you say your parents are a little **p** ... or **o** ...? 9. Do you think they are pushy? What do they **p** ... you to? 10. Is the **a** ... of freedom you have big enough for you? 11. Are there any bad habits you **i** ... **i** ...?

c) **Use the questions in ex. 4b to interview your classmates. Report your findings to the group. Write a short report about the things you have found out.**

5. **Write a paragraph on what you would say in a radio programme if you were asked the same question.**

LESSON 5. BREAK IN COMMUNICATION

Communicative area: expressing your opinion, reasoning
Active vocabulary: point, to deny

1. a) **Match halves of Mum's rules for a teenager.**

If I cook it,	you say goodnight
If I mend it,	you like it

If I buy it,	you do it
If I say no,	you eat it
If I say 'get off the phone',	it's because I'm your mum
If I say do it,	you wear it
If I say bedtime,	you don't argue
If you ask why,	you hang up

b) Which of the things above do you often hear from your parents?

c) If you follow all the rules above, do you think you will get enough freedom?

2. a) Listen to the fragment of a radio play based on the novel by Alexander McCall Smith *№1 Ladies' Detective Agency*. In the fragment a father comes to the lady-detective to ask her for help. What does he want to find out?

b) Listen again. Answer the questions.

1. Is his daughter seeing boys? 2. Who is Jack? 3. What does the girl want from her father?

c) Do you think Nandira's father will let her have more freedom?

3. a) Who said or thought the following – Mma Ramotswe or Nandira?

1. I am looking forward to watching this film.
2. I was thinking of buying a book.
3. There was no point in denying it.
4. Well, if he is worried, he's only got himself to blame if I keep going out with boys.
5. Do you think that he might let me live my life for a little without having to tell him how I spend every single minute?

b) What do all the underlined phrases have in common from the grammatical point of view?

c) **One of the underlined phrases from ex. 3a means *'it's useless to say that it's not true'*. Which one?**

d) **The word 'point' has several meanings. Two of them are: 1. usefulness; 2. an idea, opinion or piece of information that is said or written. Match the sentences below with the meanings.**

1. I'd like to write to her, but what's the point – she never replies. 2. You made some interesting points in your essay. 3. I see little point in discussing this. 4. I take your point, but...

4. **Work in small groups. Discuss the following statement. Use the phrases in the speech bubbles for help.**

There's no **point** in **denying** that parents are always right.





I'm not sure I agree.

You're right.

Oh, I don't know.

I agree with you.

I disagree / don't agree (with you).

Exactly! I take your point, but ... .

That's true.

I'm sorry but I think you're wrong.

You may be right but... I don't think that's true / you're right.

I see what you mean, but ... .

5. **Use the script of the play fragment to role play it in groups of three (Mma Ramotswe, Nandira and the author).**

LESSON 6. SECRET DIARIES

Communicative area: asking for and giving information
Active vocabulary: mad, furious, to trust, to scream, to put up with, a row

1. a) **If teenagers don't get enough understanding from their parents, how do they usually solve this problem?**

   b) **Do you keep a diary?**

2. a) **Read the diary entry from *Growing Pains* by Sue Townsend. The main character of the book Adrian Mole is a teenager. What kind of family does he live in? Do you think his parents are pushy and controlling?**

Tuesday June 29th. Usual last minute discussion about where we are going for our summer holiday. My father said, "It'll probably be our last. This time next year we'll have the baby." My mother got **mad,** she said that having a baby was not going to restrict her. She said that if she felt like walking in the Hindu Kush next year, then she would strap the baby on her back and go. The Hindu Kush! She moans if she has to walk to the bus stop. I suggested the Lake District. I wanted to see if living there for a bit would help my poetry. My father suggested Skegness. My mother suggested Greece. Nobody could agree, so we wrote our choices on pieces of paper and put them into a box. We didn't **trust** each other to make the draw so my mother went and fetched Mrs. Singh. Mrs. Singh and all the little Singhs came and stood in our kitchen. Mrs. Singh asked, "Why are you having this procedure, Mrs. Mole? Can't your husband decide?" My mother explained that Mr. Mole had no superior status in our house. Mrs. Singh looked shocked, but she drew a piece of paper out of the hat. It said 'Skegness'. Worse luck! Mrs. Singh excused herself, saying that she must get back to prepare her husband's meal.

b) Mark the statements True, False or No Information available.

1. The family kept on discussing their holiday plans.
2. Mum felt like going to the mountains next year.
3. She was sure the baby could not prevent her from going on holiday.
4. Mother doesn't mind walking to the bus stop.
5. Adrian suggested going to Greece.
6. Father objected to going to Greece.
7. Adrian didn't approve of going to Skegness.
8. Adrian thought of going to the Lake District to get inspiration for his poetry.
9. Mrs. Singh was not used to making important decisions.
10. Mother thanked Mrs. Singh for helping them with the draw.
11. The family decided against going to Skegness.

c) Find the Lake District and Skegness on the map of the UK. Where would you like to go?

3. a) A teacher in a British school used the extract in ex. 2, lesson 6 to stimulate students into writing an entry for Wednesday June 30th. Read three of her students' entries. Which of them do you like best?

Charlotte Wednesday 30th June

I got up this morning and heard that my mum and dad kept on having a **row** about where we are going on holiday. Finally mum went out and bought us 3 tickets to Greece! Dad didn't know because he had to go the hospital to visit his poor old mother. She'd been in hospital for a month already.

I had my breakfast, packed my bag and went to school. During the first break I had a packet of crisps and I found a ticket to the Lake District inside! Sadly that was the only good thing about that day at school. When I got home, I went upstairs to tell mum that I had won a ticket for a holiday in the Lake District. I was amazed when she replied "You are not going there on your own – you are only 15. It's out of the question". I replied, "All right then I will go with a friend" but she still said no. She denied

promising to let me go to the Lake District the other day on condition that my best friend would go with me.

To tell the truth, I don't know what to write so I'm going to bed. Good night!!

Thomas and Oliver Wednesday 30th June

I woke up early this morning. I went downstairs but my parents had gone. I made my breakfast, took it into the lounge, turned on the TV channel three, and watched South Park. Then played the guitar for a little while, phoned my mate and told him about yesterday in detail.

My Mum came **screaming** though the door with three tickets to Greece. "We're going to Greece! We're going to Greece!" She told my Dad and made him absolutely **furious**! He stormed out and kicked the cat.

Melanie, Joanne & Jonathan Wednesday 30th June

What an awful start to the day! I was suddenly woken up by Mum screaming at my father, "You won't get me going to Skegness; not in a million years." It was then that I remembered my dreams of last night, how I was writing marvellous poetry by the beautiful lakes of the Lake District. The cat ran away. I had to look for it in a hurry. When I eventually found it, it was dirty from head to foot. Had to wash it, as a result was late for school. Had to write 'I mustn't be late for school' 100 times. I thought things couldn't get any worse but this afternoon things got a lot better! Our English teacher, Mrs. Paine announced the winner of the poetry competition and the winner was ME! My prize? A great day out which was where?? THE LAKE DISTRICT ! I can't believe it. I can even **put up with** going to Skegness for a holiday. I hope I have a good time in the Lake District.

b) Which of the words in bold in ex. 2a and ex. 3a means:

a) very angry
b) extremely angry
c) a noisy argument or fight
d) crying or saying something loudly and on a high note because of strong emotions

e) to believe in the honesty, goodness, skill or safety of a person, organization or thing
f) to be ready to accept (agree to take something as reasonable) something that is unpleasant

4. Ask and answer the questions.

1. Do your parents trust you?
2. Do you trust your parents?
3. Do they ever get mad at you? What for?
4. Do they put up with your bad habits?
5. Do you ever get mad at them?
6. Do you usually put up with your parents' criticism?
7. If you have done something bad, do you usually deny doing it? Is there any point in denying it?
8. What makes you furious? Do you scream when you are furious?
9. Do you ever have rows with your parents or friends?
10. What will you be doing on June 30th this year? Do you think you will be spending this day with your family?

5. Write your own diary entry for Wednesday 30th June.

LESSON 7. BY LETTER OR IN PERSON

Communicative area: asking for and giving information
Active vocabulary: set expressions
Active grammar: use of articles in set expressions

1. Discuss in a small group.

1. Do you trust your parents to make holiday choices for you or do you prefer to discuss them with your family? 2. How do you decide where to go if all members of the family have different opinions? 3. What are your holiday plans for this summer? 4. Where would you like to go on holiday? 5. What would you like to do? 6. Do you like sending letters and postcards from your holiday? 7. Who would you send them to?

2. **a)** **Look through the underlined expressions in the diary entries in lesson 6, ex. 3a. Put them into three groups according to the use of articles.**

b) **Look through the expressions in the box. Which of them are connected with the topic of the unit? Complete each group with more set expressions from the box.**

by chance, in reply to, on the one hand... on the other hand, by name, by mail, to the cinema, by taxi, at first sight, for hours, a great deal, to get in a fury, in the centre of, to the forest, in contrast with, at present, out of doors, to play hockey, it's a pity, to bed, by mistake, from beginning to end, at work, on the whole, by letter, in town , by post, on the invitation of, by phone, in person, from morning till night, in a low voice

3. **Read the rules on the use of articles in set expressions on pages 299–302. Explain why some of the expressions in ex. 3a are highlighted.**

4. **a)** **Listen to a girl describing a person. Note down all the set expressions from ex. 2a and ex. 3a that are used in the description.**

b) **Complete the questions below with the expressions from ex. 2a, b.**

1. Do you prefer communicating with people ... or talking to them in person? 2. Have you ever sent a thank-you note ...? 3. Do you like to describe your latest news ... in your letters and emails? 4. Do you think you will have a good time ... this year? 5. How are you planning to go on holiday: ... , ... or ...?

c) **Use the questions in ex. 4b to interview your partner.**

5. **Write a paragraph on the topic of your choice using at least five of the set expressions from the lesson.**

LESSON 8. A PEN-FRIEND'S LETTER

Communicative area: asking for and giving information; writing a letter
Active vocabulary: to start off, to regret, to make up, to carry on

1. Ask and answer the questions.

1. Have you got a pen-friend?
2. Have you ever tried to find a friend by mail?
3. Would you like to communicate with a teenager from an English-speaking country?
4. What English-speaking country would you like to have a friend in?
5. What English-speaking countries do these photos come from?
6. What do you know about these countries?



2. a) Do you know what an IB school programme is?

b) Listen to the sound letter from a Canadian teenager who wants to have a pen-friend in Belarus. What do you have in common?

c) **Listen again. Fill in the chart.**

How old? Where from?	16 y.o.; Halifax, Nova Scotia, Canada
Home town	...
Country	...
Family	...
School	...
Hobbies	...
Sports	...
Pets	...
Travelling experience	...
Questions to answer	...

d) **Compare your notes with your classmate's. Would you like to reply to Tony? Why? Why not?**

3. a) **Match the verbs in the fragments from the letter with their definitions in the box.**

begin, be sorry for, continue, compensate for

I don't really know you so I guess I should probably <u>start off</u> by telling you a little about me.

What year are you in? I'm in the IB programme, which in case you don't know is a really hard school programme. I'm beginning <u>to regret</u> choosing it – I don't want my marks to drop.

Talking about skiing, there are not many ski hills here and they're really small. But luckily, it snows a lot so it <u>makes up</u> for the lack of mountains.

I don't mind it when it snows all night and it is cleaned up in the morning so I can carry on with my usual routines, but when it snows during the day and it is so bad that I have to stay at home I do not like it.

b) **What parts of speech are used after the verbs?**

c) **Complete the questions with the words from ex. 3a.**

1. When you write your first letter to a pen-friend, do you usually … by introducing yourself? 2. If your new pen-friend didn't reply to your first letter, would you … sending them more letters? 3. If you didn't reply to your pen-friend's letter soon enough, how would you … that? 4. Do you … not communicating with someone you met and lost touch of?

4. **Use the questions in ex. 3c to interview your partner.**

5. **Write a reply to Tony's letter.**

LESSON 9. A LETTER FROM HISTORY

Communicative area: inferring meaning from context; asking for and giving information

1. **Look at the painting by Johannes Vermeer. Guess what the title of the painting is. Do you know what century the picture was painted in?**



2. a) Read the letter of a 16-year-old girl from the 19th century. What is the biggest difference between this girl and you?

May 25, 1844

Dear Mother,

I take pen in my hand to write you of my new life in Lowell, Massachusetts. I meant to write sooner, but most evenings I'm so tired. Monday through Friday, I start work at five o'clock in the morning and finish at six or seven o'clock at night. On Saturday, we work eight hours more. Even on dark winter nights we will work, for the rooms are lighted by oil lamps.

Our lives are ruled by the clang of the bell – it rings us in and out of the mill. When we leave the mill at night, the sound of the machinery still rings in my ears.

How odd everything seemed to me in the beginning! When I first arrived, they set me do to very simple things. I have improved enough so that I can take care of one loom now. My feet ache from standing so much, but I suppose I shall get accustomed to that too. I expect to be paid two dollars each week for all my hard labour; I hope soon to have more, so I will be able to send some to you.

We work hard, but Lowell's founders have created a pleasant city with beautiful bushes and flower gardens lining the mill buildings and canals – we are not so far from nature here as you might suppose.

Within a short walk from the mills is Merrimack Street, which is wide enough for four horse-drawn carriages. Here in Lowell, there are seven churches, a city hall, a high school, several banks, and shops that sell everything you can imagine. I can buy medicines for a cold, purchase bread from the baker or meat from the butcher, have a dress made or repaired by the tailor, or obtain gloves, cloth, hats, combs, and dancing shoes from any of several merchants. And, lots of the girls attend concerts and lectures, subscribe to newspapers, or borrow books from the library.

Still, I hope one day to return to our quiet New Hampshire farming town and to live a more peaceful life on a farm of my own.

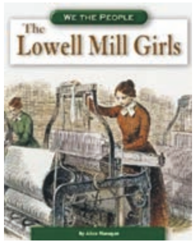
Give my greetings to all who know me.

Affectionately,

Eliza.

Mill – factory; **loom** – a piece of equipment at a factory (ткацкі станок); **get accustomed** – get used; **carriage** – a vehicle drawn by horses, used in the past (экіпаж); **merchant** – a person whose job it is to buy and sell products in large amounts, storekeeper (лавачнік)

b) Mark the statements below <u>True</u>, <u>False</u> or <u>No Information Available</u>.



1. Eliza doesn't apologise for not writing sooner.
2. Eliza is ready to put up with hard work on condition that she will be sending money to her family.
3. She wants to get a larger amount of money.
4. Eliza is used to working from morning till night.
5. She is thankful to the founders of the city for the job they have done.
6. In contrast with her home town, she lives far from nature in Lowell.
7. She doesn't approve of the city she lives in.
8. She appreciates the little comforts she has in Lowell.
9. She keeps going to concerts and lectures.
10. She reads books and newspapers.
11. She isn't looking forward to coming back home.

c) What does this letter tell you about the life in industrial America in the 19th century?

3. a) Work in a small group. Discuss the following questions.

1. How did people use to communicate in the past? 2. How does a letter show your care and attention? 3. Is writing letters the cheapest way of communication now? 4. Does letter writing have any advantages over other ways of keeping in touch? 5. Letter writing is not as popular now as it used to be. What are the reasons?

b) **Report the results to the whole group.**

Project: A LETTER TO A PEN-FRIEND

You will need:

1. an envelope
2. a postage stamp
3. a pen
4. paper

Steps

1. Take some paper and write a list of things you want to tell your friend about.
2. On another sheet, try writing the draft of the letter. Read and edit it: change the things you don't like and correct the errors.
3. Take the real letter paper and copy from the draft.
4. Put the letter in the envelope. Enclose some photos and pictures you want to send.
5. On the envelope, write your address in the top left corner and the address of your friend in the centre of the envelope.
6. Stick the stamps – your letter is ready to be sent.

Tips

1. Be friendly and polite. Begin with a pleasant greeting. However, understand that snail mail letters are usually a bit more formal than emails.
2. Tell your new pen pal who you are: your first name and nickname. Include information about your age, gender, occupation and the country you live in.
3. Write about your family, school, daily activities, travel experiences, animals and birds in your region; mention your favourite hobbies, holidays, pets, friends, collections, books and movies you like. Add information about what your country is famous for – local foods? An annual festival? A celebrity citizen? A fine old building? Let your personality

show in the choice of words and the descriptions you choose.

4. Share the information about the things that are going on in your life at the moment.
5. Avoid talking about controversial topics – at least at the beginning of your relationship.
6. Take care not to offer too much information as it might scare off your new pen pal. Try to keep the letter short enough to be read in one go.
7. Try not to lie. If you lie and get caught, you can kiss your new friend good bye.
8. Ask questions of the new friend.
9. End each letter with a note of encouragement for your pen pal to reply. (I look forward to hearing from you soon.)
10. Sign up with something friendly like 'Your new friend' or 'Yours'. Don't sign up with 'Love'. Remember, it's only your first letter.
11. Do you know who you are writing to? If you don't, make sure not to give out any very personal information; it could be a bad person. For safety, you might want to rent a PO box to exchange letters.

Here is the site to use if you want an address: www.penpal.net. Good luck!

LESSON 10. BREAKING NEWS – SCHOOL IS OVER

Communicative area: inferring meaning from context; announcing and responding to news

1. **Look at the picture. How are you feeling about the end of the school year?**



2. a) What are the equivalents of these words in your language? Do you know the names of these people in your school?

The school staff (personnel) members in an American school are: teachers, the principal (Am. Eng.) (headteacher, headmaster or headmistress in Br. Eng.), **the counsellor** (someone who provides help to students with both personal and work problems), **the coach** (someone who gives special classes in sports), **the librarian, the custodian (Am. Eng.)** (caretaker or janitor in Br. Eng. – a person employed to take care of a large building, such as a school, and who deals with the cleaning, repairs, etc.), **the lunch ladies, etc.**

b) Read the poem by Kenn Nesbitt. Why did all the people who worked at the school leave it in such a hurry?

The Teachers Jumped Out of the Windows

The teachers jumped out of the windows.
The principal *ran* for the door.
The nurse and librarian *bolted*.
They're not coming back anymore.
The counsellor, hollering madly,
escaped out the door of the gym.
The coach and custodian shouted
and ran out the door after him.

Chorus
Oh my! Goodbye!
They're not coming back anymore, no more.
How fun! They've run!
They're not coming back anymore.

The lunch ladies threw up their **ladles,**[1]
then *fled* from the kitchen **in haste,**[2]
and all of the students looked puzzled
as staff members *scurried* and *raced*.

We'd never seen anything like it.
But still, it was pretty **darned cool**[3]
to see all the staff so excited
to leave on the last day of school.

Chorus

---

[1] ladles – a big spoon with a long handle, used for serving soup
[2] in haste – in a hurry
[3] darned cool – extremely good

c) The words in italics have similar meanings. Check them up in a dictionary. Can you give their equivalents in your language?

3. a) Why do you think the poem has the word 'Chorus' written twice in it?

b) Is it good news or bad news for you that school is over? What about your teachers?

4. a) Put the phrases below into four groups: 1) telling good news; 2) telling bad news; 3) reacting to bad news; 4) reacting to good news.

It's bad news I'm afraid. Guess what! / Have you heard? How sad / awful! Well done! You must be really pleased. That's too bad / a pity / terrible. I've got some good news. Congratulations! You must be very sad / fed up. I'm afraid I've got some bad news. I'm really sorry.

b) Listen and check. Repeat after the speaker.

c) Play the 'News' game. Get a card from your teacher. Go round the classroom and announce your news to your classmates. Get their responses and be ready to say which response was the most 'popular' one.

1. I've just passed an exam!

2. My hamster has died.

3. My mark for the essay is very low.

4. I've won $1,000,000 in the ticket lottery!

5. Lucy has broken her leg.

6. School is over.

7. My computer has crashed.

8. My dog has had seven puppies!

9. I've got a new pen-friend.

10. I've had a row with my parents.

11. It's my birthday today!

12. I've lost my wallet.

13. I've got a baby sister.

14. I think I left my bag in the taxi.

15. I've got a volunteer job!

16. My cat has eaten the goldfish.

5. Sing the song with the lyrics of the poem from ex. 2b to the tune of *My Bonnie Lies Over the Ocean*.

ADDITIONAL MATERIALS

B



Growing up in Santo Domingo, Robert Castillo was the richest child on the block. His parents sent him toys and clothes from New York, and local kids called him "gringo." But when he and his family later moved to Chelsea, a small town near Boston, neighbours threw garbage at them and teenagers called him "spic." "I didn't go to the prom because I couldn't get a date," says Castillo, 38, wearing a goatee, diamond earring and cap. "We had hand-me-down clothes, we were poor. Me and my brothers were outcasts." Those who called Castillo and his brothers "spics" told them it was an acronym for "Special Person in Chelsea." After a while, he realised what it meant and numerous fights followed.

"I come from one world where I don't fit, because people say I'm American. Then I come to America and I don't fit, either. It's the story of my life."

Now an illustrator and storyboard artist living in Jersey City, Castillo turned his trials into a movie: "S.P.I.C. The storyboard of my life," a 20-minute short experimental animation that won the Student Academy Award's Gold Medal in 2010 and was screened in festivals around the country, from Tribeca to San Diego.

During difficult times, Castillo always came back to drawing. At 5 in the Dominican Republic, he would get in trouble for doodling cowboys and Indians on his grandmother's walls and furniture.

When he moved to the States at 7 and didn't understand a word of English, he communicated and made friends through his drawings. As a teenager, he earned the nickname "sketch," because of his clever caricatures of teachers and principals.

"If I wrote a book, it would be called 'Art Saved My Life,'" Castillo says. "All the time, I was drawing. I didn't want to do drugs, fight or join a gang. I was too busy drawing my little world."

GRAMMAR REFERENCE

UNIT 1

1. Future – Спосабы выражэння будучага часу

Будучае дзеянне, працэс або стан, можна перадаць наступнымі часавымі формамі:

1) **Future Simple:**

а) калі рашэнне прымаецца ў час гутаркі (спантаннае рашэнне):

I think, **I'll do** it later. – Я думаю, я зраблю гэта потым.

б) для выражэння абяцанняў:

OK, I'**ll help** him. – Добра, я дапамагу яму.

в) для выражэння прапаноў:

I'll do it for you. – Я зраблю гэта для цябе.

г) для выражэння меркаванняў, не заснаваных на доказах:

I think, she**'ll win** the game. – Я думаю, яна выйграе.

2) Канструкцыяй **be going to,** калі гэта намер, г. зн. рашэнне прынята да гутаркі:

I **am going to do** it later. – Я збіраюся зрабіць гэта пазней.

Гэтая граматычная форма таксама выкарыстоўваецца для перадачы меркаванняў, заснаваных на доказах:

It**'s going to rain.** Look at the clouds.

3) **Present Simple,** калі падзея – частка якога-небудзь раскладу:

What time does your plane leave? – У колькі вылятае ваш/твой самалёт?

4) **Present Continuous,** калі гаворка ідзе пра запланаванае дзеянне ці дамоўленасць:

What are you doing this evening? – Што ты робіш сёння вечарам?
We are going to the Zoo next Saturday. – У наступную суботу мы ідзём у заапарк.
I am leaving tomorrow morning. – Я выязджаю заўтра раніцай.

Questions for lesson 1, ex. 4.

1. What are these questions about: past, present or future?
2. Which of the sentences tells us about a fixed arrangement, which – about a timetable, which – about a prediction and which – about an intention?
3. What grammar forms are used in each question?

2. Attributive (Relative) Subordinate Clauses – Азначальныя даданыя сказы

Азначальныя даданыя сказы выконваюць функцыю азначэння і адказваюць на пытанні **what?**, **which?** – *якi*?. Яны ідуць непасрэдна за тым назоўнікам у галоўным сказе, які яны вызначаюць, і злучаюцца з галоўным сказам наступнымі злучальнымі словамі:

Адноснымі займеннікамі (relative pronouns):	**Прыслоўямі (adverbs):**
who – які **whom**[1] – якога **whose** – чый, якога **which** – які **that** – які	**when** – калі **where** – дзе, куды **why** – чаму

[1]**whom** – форма аб'ектнага склону займенніка 'who', ужываецца ў гутарковай мове.

Who, which, that

Даданыя азначальныя сказы падзяляюцца на апісальныя і абмежавальныя.

Абмежавальныя азначальныя даданыя сказы пераважна ўводзяцца адносным займеннікам **that**, які ўжываецца як з адушаўлёнымі, так і з неадушаўлёнымі назоўнікамі. Займеннік **which** ужываецца толькі з неадушаўлёнымі назоўнікамі. З адушаўлёнымі назоўнікамі неабходна ўжываць займеннік **who**.

The man **that (who)** lives in the neighbouring street, is an Internet addict. – Мужчына, які жыве на суседняй вуліцы, залежны ад інтэрнэта.
The gadget **that (which)** connects your computer to the Internet is called a modem. – Устройства, якое звязвае ваш камп'ютар с інтэрнэтам, называецца мадэмам.
This is one of the few really **good devices that have been developed** this year. – Гэта адно з нешматлікіх добрых устройстваў, якія былі распрацаваны ў гэтым годзе.

Выказнік даданага сказа дапасуецца **ў ліку** да назоўніка, які ён вызначае. У апошнім прыкладзе *that* адносіцца да слова *devices*, якое стаіць у множным ліку, а не да займенніка *one*. Таму выказнік даданага сказа выражаны формай дзеяслова множнага ліку – *have been developed*.

У апісальных даданых сказах нельга замяніць *who/which* на *that*.

3. Modals for Speculations and Deductions – Мадальныя дзеясловы для выражэння меркаванняў і вывадаў

Мадальныя дзеясловы **must, can't, could, may** і **might** выкарыстоўваюцца для выражэння меркаванняў і вывадаў.

I. **Меркаванні (Speculations)**

Дзеясловы **may/might, could** ужываюцца для выражэння меркавання (з адценнем сумнення, няўпэўненасці з боку гаворачай асобы ў магчымасці дзеяння, выражанага наступным інфінітывам):

He may not know about it. – Ён можа і не ведаць пра гэта. (Магчыма, ён не ведае пра гэта.)

May/might, could у спалучэнні з Indefinite Infinitive адносяцца да цяперашняга і будучага часу; у спалучэнні з Perfect Infinitive ужываюцца ў адносінах да прошлага часу.

Розніца ў значэнні паміж **may** і **might** у дадзеным ужыванні заключаецца ў тым, што *might* перадае больш

моцную ступень сумнення, няўпэўненасці з боку таго, хто гаворыць, чым *may*:

He **may (might)** come today or tomorrow. – Ён, мабыць, прыедзе сёння ці заўтра.
So you say he **may** have been one of those two passengers? – Такім чынам, вы гаворыце, што ён, магчыма, быў адным з тых двух пасажыраў?

II. **Вывады (Deductions)**

Дзеяслоў **must** ужываецца для выражэння вываду (меркавання з адценнем верагоднасці):

Ten minutes **must** have passed before we again heard the look-out's warning. – Напэўна, прайшло хвілін дзесяць, перш чым мы зноў пачулі папярэджанне назіральніка.

У гэтым значэнні дзеяслоў *must* перакладаецца на беларускую мову «напэўна», «верагодна». У спалучэнні з Perfect Infinitive дзеяслоў *must* звычайна ўжываецца ва ўказаным значэнні ў адносінах да дзеяння, якое было ў мінулым.

Wait a little, the rain **must** stop soon. – Пачакайце трохі, дождж, мабыць, хутка спыніцца.
It occurred to Bert that he **must** have said the wrong thing. – Берту прыйшло ў галаву, што ён, напэўна, сказаў не тое, што трэба.

Дзеяслоў **can't** ужываецца для выражэння вываду ў выпадку, калі той, хто гаворыць, амаль упэўнены, што дзеянне, выражанае асноўным дзеясловам, не адбываецца ці не адбылося:

He **can't** be at home. Look, his car is not in the drive. – Не можа быць, каб ён быў дома. Паглядзі, яго машыны няма на пад'язной дарожцы.

They **can't** have done this. They were far away then. – Не можа быць, каб яны гэта зрабілі. Тады яны былі б далёка адсюль.

4. Indirect Questions – Ускосныя пытанні

Ускоснае пытанне – гэта пытанне, якое ўбудавана ў апавядальны сказ ці ў іншае пытанне.

Для ўвядзення ўскосных пытанняў выкарыстоўваюць наступныя выразы:

Could you tell me …
Do you know …
I wanted to know …
I wonder …
The question is …
Who knows …

Парадак слоў ва ўскосным пытанні такі ж, як і ў апавядальным сказе (гл. раздзел Unit 8, Reported (Indirect) Speech, пункт IV, 3a, 3б).

Direct question: What **is he** doing?
Indirect question: Do you know what **he is** doing?
Direct question: Where **have they** been?
Indirect question: I wonder where **they have** been.

Калі ўводная фраза ўтрымлівае дзеяслоў у прошлым часе, то дзеяслоўная форма ва ўскосным пытанні падпарадкоўваецца правілам дапасавання часоў (гл. пункт VI у тым жа раздзеле). Пры гэтым таксама адбываюцца і лексічныя змены (гл. пункт V у тым жа раздзеле).

5. Sentence – Сказ

I. **Сказ (sentence)** – гэта спалучэнне слоў ці слова, што выражае закончаную думку: Email is gradually replacing snail mail. – Электронная пошта паступова замяняе звычайную пошту.

Члены сказа падзяляюцца на галоўныя і даданыя. Галоўныя члены сказа – *дзейнік (subject)* і *выказнік (predicate)*. Даданыя члены сказа – *дапаўненне (object)*, *азначэнне (attribute)* і *акалічнасць (adverbial)*.

Парадак слоў у англійскай мове з'яўляецца асноўным сродкам адрознення членаў сказа. Парадак слоў у англійскім апавядальным сказе – прамы, фіксаваны: дзейнік, выказнік, дапаўненне, акалічнасць: I received the message yesterday. – Я атрымала гэтае пасланне ўчора.

II. **Паводле саставу** сказы бываюць простымі (simple sentences) або складанымі (complex sentences). Простыя сказы можна разбіць на дзве групы – *развітыя* і *неразвітыя.* Неразвітыя складаюцца толькі з галоўных членаў сказа (*дзейнік* і *выказнік*), а развітыя – з галоўных і даданых (*азначэнне*, *акалічнасць*, *дапаўненне*).

Складаныя сказы падзяляюцца на *складаназлучаныя* (*compound sentence*s) і *складаназалежныя* (*complex sentences*).

У **складаназлучаным сказе** простыя сказы (clauses), з якіх ён складаецца, раўнапраўныя паводле сэнсу і злучаюцца злучальнымі злучнікамі **and** – і; **but** – але; **while, whereas** – а, у той час як; **or** – або, ці, **otherwise** – інакш; **either ... or** – або – або (ці – ці).

Latin was the lingua franca of the Roman Empire **and** it helped people of different nationalities to communicate with each other. – Лацінская мова была мовай міжнацыянальных зносін у Рымскай імперыі, і яна дапамагала людзям розных народаў мець зносіны.
Email is efficient and reliable, while snail mail is something very personal. – Электронная пошта дзейсная і надзейная, у той час як звычайная пошта з’яўляецца чымсьці вельмі асабістым.

III. **Складаназалежны сказ** складаецца з галоўнага (*the principal (or main) clause*) і аднаго ці некалькіх даданых сказаў (*subordinate clause(s)*), што паясняюць галоўны сказ. Даданыя сказы выконваюць ролю розных членаў сказа: дзейніка (*subject*), іменнай часткі выказніка (*predicative*), дапаўнення (*object*), азначэння (*attributive*), акалічнасці (*adverbial*).

6. Adjectives and Adverbs – Прыметнікі і прыслоўі

I. У англійскай мове ёсць шэраг прыслоўяў, што супадаюць па форме з прыметнікамі:

fast хуткі, моцны	–	**fast** хутка, моцна
hard цяжкі, упарты	–	**hard** цяжка, упарта
long доўгі	–	**long** доўга, даўно

little маленькі – **little** мала
daily штодзённы – **daily** штодзённа

Адрозніць такія прыслоўі ад прыметнікаў можна па той ролі, якую яны выконваюць у сказе: прыметнік характарызуе назоўнік, прыслоўе – дзеяслоў (часам прыметнік ці іншае прыслоўе) з мэтай удакладнення таго, як адбывалася дзеянне:

It is **early** spring. – Spring came **early** last year.
He was driving a **fast** car. – He was driving **fast**.

II. **Прыслоўі ўтвараюць ступені параўнання** па тых самых правілах, што і прыметнікі: **аднаскладовыя** і некаторыя **двухскладовыя прыслоўі** ўтвараюць вышэйшую ступень з дапамогай суфікса **-er** і найвышэйшую ступень з дапамогай суфікса **-est**.

Напрыклад:

fast – faster – fastest – хутка – хутчэй – хутчэй за ўсё
early – earlier – earliest – рана – раней– раней за ўсіх

I come home latest on Mondays. – Я прыходжу дадому пазней за ўсё па панядзелках.
Andrew is studying harder than usual now. – Эндру зараз займаецца больш, чым звычайна.
The car went faster and faster. – Машына ехала ўсё хутчэй і хутчэй.

Вышэйшая ступень **шматскладовых прыслоўяў** утвараецца з дапамогай слова **more** – *больш*, а найвышэйшая – з дапамогай слова **most** – *больш за ўсё*.

Напрыклад:

beautifully – **more** beautifully – **most** beautifully – прыгожа – больш прыгожа (прыгажэй) – сама прыгажэй, прыгажэй за ўсіх.

Некалькі прыслоўяў з'яўляюцца выключэннем: іх ступені параўнання ўтвараюцца без суфіксаў і дапаможных слоў:

well – better – best – добра – лепш – лепш за ўсё, найлепш

badly – worse – worst – дрэнна – горш – горш за ўсё, найгорш

much – more – most шмат – больш – больш за ўсё, найбольш

little – less – least мала – менш – менш за ўсё, найменш.

They normally play much better. – Яны звычайна іграюць намнога лепш.
She did the job the worst of all. – Яна выканала работу горш за ўсіх.

UNIT 2

Present Continuous Passive – Цяперашні прадоўжаны час у пасіўным (залежным) стане

Стан – гэта катэгорыя дзеяслова, якая паказвае, чым з'яўляецца дзейнік у сказе: утваральнікам або аб'ектам дзеяння, што выражана выказнікам. У англійскай мове ёсць два станы: **the Active Voice** (незалежны стан) і **the Passive Voice** (залежны стан).

Залежны стан выкарыстоўваецца, калі выканаўца дзеяння відавочны або неістотны, ці калі дзеянне або яго вынік больш цікавыя, чым выканаўца. Залежны стан утвараецца з дапамогай дзеяслова **to be** ў адпаведным часе і III формы сэнсавага дзеяслова (дзеепрыметнік прошлага часу).

Present Continuous Passive ўтвараецца з дапамогай дзеяслова **to be** ў Present Continuous і III формы сэнсавага дзеяслова.

Параўнайце:

Active	Passive
They **are discussing** the problem now. – Яны абмяркоўваюць гэтую праблему цяпер.	The problem **is being discussed** now. – Праблема абмяркоўваецца цяпер.

He **is repairing** the bike. – Ён рамантуе матацыкл.	The bike **is being repaired** now. – Матацыкл рамантуецца.

Questions for lesson 5, ex. 5.

1. What do the sentences tell us about: past, present or future?
2. Do they tell us about a regular action or about a process?
3. What words signal a present continuous form?
4. What are the names of these grammar forms: Present Continuous Active or Present Continuous Passive?
5. Which of the forms are active, which – passive?
6. What parts does the Present Continuous Passive form consist of?

2. Plural of Nouns – Множны лік назоўнікаў

Падлічвальныя назоўнікі ў англійскай мове маюць два лікі – адзіночны і множны.

Множны лік утвараецца з дапамогай канчатка **-s**: suggestion – suggestion**s**, umbrella – umbrella**s**.

I. У некаторых словах, што заканчваюцца на **-ch**, **-s**, **-ss**, **-sh**, **-x**, дабаўляецца **-es**: box – box**es**, bush – bush**es**. **Іншамоўныя словы і абрэвіятуры**, якія заканчваюцца на **-o,** утвараюць множны лік шляхам дабаўлення **-s**: piano – pianos, kilo – kilos.

II. У назоўніках, што заканчваюцца ў адзіночным ліку на **-f, -fe**, у множным ліку **f** мяняецца на **v** і дабаўляецца канчатак **-es/s**: leaf – leaves (ліст – лісты); knife – knives (нож – нажы); thief – thieves (злодзей – зладзеі); wife – wives (жонка – жонкі). Аднак да назоўнікаў, што заканчваюцца на **-oof, -ief, -ff, -rf,** у множным ліку часцей за ўсё проста дабаўляецца канчатак **-s**: roof – roofs (страха – стрэхі); chief – chiefs (кіраўнік – кіраўнікі); cliff – cliffs (уцёс – уцёсы); scarf – scarfs (шалік – шалікі).

III. Калі назоўнікі заканчваюцца на **-y** з зычным перад ім, то ў множным ліку **y** мяняецца на **і** і дабаўляецца **-es**: count**ry** –count**ries** (краіна – краіны).

IV. У **састаўных назоўніках** асноўнае слова звычайна атрымлівае канчатак **-s**: sister-in-law – sister**s**-in-law (нявестка – нявесткі). Калі ж ніводзін з элементаў не з'яўляецца назоўнікам, канчатак дабаўляецца да апошняга слова: merry-go-round – merry-go-round**s** (карусель – каруселі).

V. **Асобыя формы множнага ліку:**

а) foot – feet (ступня – ступні); goose – geese (гусь – гусі); louse – lice (вош – вошы); mouse – mice (мыш – мышы); man – men (мужчына – мужчыны); woman – women (жанчына – жанчыны; звярніце асабліваю ўвагу на вымаўленне); person – people (чалавек – людзі) (але: people – народ, нацыя; peoples – народы, нацыі); child – children (дзіця – дзеці); tooth – teeth (зуб – зубы); ox – oxen (бык – быкі).

б) Назоўнікі, запазычаныя з грэчаскай і лацінскай моў, захоўваюць форму множнага ліку, якую яны мелі ў гэтых мовах, і іх трэба запомніць: medium – media (сродак – сродкі); crisis – crises (крызіс – крызісы); datum – data (элемент даных – даныя); phenomenon – phenomena (феномен – феномены) і г.д.

в) Калі першая частка састаўнога назоўніка ўтрымлівае словы *man*, *woman*, то абедзве часткі ставяцца ў множным ліку: man driver – men drivers (вадзіцель – вадзіцелі).

VI. **Падлічвальныя і непадлічвальныя назоўнікі:**

а) Падлічвальныя назоўнікі мы можам падлічыць: six jobs (шэсць работ), many suggestions (шмат прапаноў). Непадлічвальныя назоўнікі не ўтвараюць множнага ліку. Як і ў беларускай мове, словы «музыка», «кроў», «вада» ці «золата» (*music*, *blood*, *water*, *gold*) не ўжываюцца ў множным ліку. Хоць, як і ў беларускай мове, у залежнасці ад кантэксту магчымы варыянты: воды Атлантыкі – waters of Atlantic.

б) Асобныя назоўнікі могуць быць і падлічвальнымі, і непадлічвальнымі. Гэта выяўляецца з кантэксту:

I bought a paper. – Я купіў газету. (Газета – падлічвальны назоўнік.)
I bought some paper. – Я купіў паперу. (Папера – непадлічвальны назоўнік. Гэта «матэрыял», які мы падлічыць не можам, яе магчыма падлічыць толькі ў аркушах, рулонах і г.д.)

в) Наступныя назоўнікі маюць адну і тую ж форму адзіночнага і множнага ліку: fish (рыба – рыбы, *але*: fishes – віды рыб); deer (алень – алені); sheep (авечка – авечкі); fruit (фрукт – фрукты, *але*: fruits – віды фруктаў) і інш.

г) Некаторыя назоўнікі ўжываюцца толькі ў множным ліку: clothes – адзенне; cattle – скаціна; pyjamas – піжама; trousers – штаны; glasses, spectacles – акуляры; scissors – нажніцы; goods – тавары (часта перакладаецца на беларускую мову ў адзіночным ліку – тавар); holidays – канікулы (ёсць і адзіночны лік – holiday, але гэта ўжо свята); customs – мытня; jeans – джынсы; tights – калготы; shorts – шорты і інш. (амаль як у беларускай мове).

д) Наступныя назоўнікі ўжываюцца толькі ў адзіночным ліку: advice – парада; furniture – мэбля; hair – валасы; information – інфармацыя; knowledge – веды; money – грошы (у беларускай мове толькі ў множным); trouble – праблема.

е) Ёсць яшчэ некалькі слоў, якія, нягледзячы на канцавую **-s**, ужываюцца ў адзіночным ліку: **physics**, **mathematics**, **optics**, **phonetics**, **politics** і да іх падобныя.

Слова **news** (навіны) мае форму множнага ліку (*plural*), але ў сказе ўжываецца са значэннем адзіночнага (*singular*). На беларускую мову перакладаецца паводле сэнсу множным ці адзіночным лікам:

This was news to me. – Гэта было навіной для мяне. What's the news? – Што новенькае? (ці: Якія навіны?)

Існуе яшчэ некалькі падобных слоў, у якіх адзіночны лік не адрозніваецца ад множнага (хоць у залежнасці ад кантэксту таксама магчымы варыянты):

means – сродак – сродкі
barracks – казарма – казармы (*але*: barrack – барак)
headquarters – штаб – штабы
series – серыя – серыі
species – від, разнавіднасць – віды, разнавіднасці
works – завод, фабрыка – заводы, фабрыкі

UNIT 3

Conditionals – Складаназалежныя сказы ўмовы

Складаназалежнымі сказамі ўмовы называюцца сказы, у якіх у залежным сказе выражана **ўмова**, а ў галоўным – **вынік,** які перадае рэзультат гэтай умовы. І ўмова, і вынік могуць адносіцца да цяперашняга, мінулага і будучага. Дадапыя сказы ўмовы часцей за ўсё ўводзяцца злучнікам **if** (*калі*). Акрамя злучніка **if** у розных сітуацыях могуць ужывацца таксама злучнікі **in case** (*у выпадку*), **provided** (*пры ўмове*), **suppose** (*дапусцім*), **on condition** (*пры ўмове*) і інш.

У адрозненне ад беларускай мовы коска ў складаназалежным сказе ставіцца толькі ў выпадку, калі дадзены сказ знаходзіцца перад галоўным.

Сказы ўмовы падзяляюцца **<u>на чатыры тыпы</u>** ў залежнасці ад таго, якую ступень верагоднасці яны перадаюць. Ужыванне сказа ўмовы таго ці іншага тыпу залежыць ад таго, як ставіцца той, хто гаворыць, да перадаваных фактаў.

I. **Conditional O**. Сказы гэтага тыпу апісваюць ўніверсальныя сітуацыі, у якіх выкананне ўмовы з даданага сказа **непазбежна** пацягне за сабой вынік, указаны ў галоўным сказе. Самы просты прыклад сказаў умовы гэтага тыпу – з'явы прыроды ці законы фізікі. Такія сказы

апісваюць таксама звыклыя, паўторныя дзеянні. Тут у абедзвюх частках сказа выкарыстоўваецца **цяперашні час** ці (калі гутарка ідзе пра мінулае) **прошлы час**.

If + Present Simple, Present Simple / If + Past Simple, Past Simple

If you **heat** ice, it **melts.** – Калі награваць лёд, ён растае.
If it **rains**, the streets **are** wet. – Калі ідзе дождж, вуліцы мокрыя.
He usually *rides* a bicycle to a shop ***if*** he *has* enough time. – Ён звычайна едзе ў магазін на веласіпедзе, калі ў яго дастаткова часу.
If my parents **gave** me some pocket money when I was a child, I **spent** it on ice-cream. – Калі мае бацькі давалі мне кішэнныя грошы, як я быў маленькім, я траціў іх на марожанае.

II. **Conditional I.** Сказы гэтага тыпу апісваюць рэальныя сітуацыі, што перадаюць **поўную магчымасць** ажыццяўлення ўмовы ў даданым сказе, адносяцца да цяперашняга і будучага часу і перадаюцца формамі абвеснага ладу. Асаблівасцю сказаў умовы гэтага тыпу з’яўляецца той факт, што **просты будучы час (Future Simple)** ці яго эквіваленты ўжываюцца толькі **ў галоўным сказе**. **У даданым сказе** пасля ўказаных злучнікаў выкарыстоўваем толькі **цяперашні час**. Выказнікі ў абедзвюх частках сказа перакладаюцца на беларускую мову формамі будучага часу.

If + Present Simple (Continuous), Future Simple

If you **see** him dancing, you **will be impressed** by his talent. – Калі вы ўбачыце, як ён танцуе, яго талент зробіць на вас вялікае ўражанне.

When this museum **is** open, we **will go** for an excursion there. – Калі музей адкрыецца, мы пойдзем туды на экскурсію.
If I **have** a lot of money, I **will buy** a car. – Калі ў мяне будзе шмат грошай, я куплю машыну.

III. **Conditional II.** Сказы ўмовы гэтага тыпу перадаюць **нерэальнасць** ці **малую верагоднасць** ажыццяўлення ўмовы, якая адносіцца да **цяперашняга** ці **будучага часу**. Той, хто гаворыць, выкарыстоўвае такі сказ, калі хоча паведаміць, што неабходныя ўмовы для выканання чаго-небудзь практычна адсутнічаюць, вельмі абмежаваныя, а часам наогул нерэальныя і супярэчаць рэальнасці. На беларускую мову перакладаюцца ўмоўным ладам (формай прошлага часу з часціцай ***бы***).

Для таго каб утварыць сказы ўмовы такога тыпу, неабходна ў даданым сказе выкарыстаць дзеяслоў у форме **простага** ці **прадоўжанага прошлага часу (Past Simple/ Past Continuous)**, а ў галоўным сказе стварыць складаную форму ўмоўнага ладу з дзеяслова **would** і простага інфінітыва дзеяслова без **to**. Калі ж у даданым сказе мы маем дзеяслоў **to be**, то яго формай умоўнага ладу будзе **were** для ўсіх асоб. Акрамя дзеяслова **would** можна ўжываць мадальныя дзеясловы **could** / **might**.

If I **were** you, I **would discuss** it with your parents. – Калі б я быў на тваім месцы, я б абмеркаваў гэта з тваімі бацькамі.
If I **had** a lot of money, I **would go** travelling. – Калі б у мяне было шмат грошай, я б адправіўся падарожнічаць.
I **would do** it if I **had** the time. – Я зрабіў бы гэта (цяпер), калі б у мяне быў час.

IV. **Conditional III.** Сказы ўмовы гэтага тыпу выражаюць **абсалютна нерэальныя** ўмовы, паколькі ў іх гаворка ідзе пра падзеі, якія ўжо адбыліся ці не адбыліся **ў мінулым**.

Гаворачы выкарыстоўвае гэтую мадэль тады, калі хоча паведаміць пра **ўпушчаную магчымасць.** Дзеянне галоўнага сказа таксама адносіцца да мінулага. На беларускую мову перакладаецца ўмоўным ладам (формай прошлага часу з часціцай ***бы***).

У галоўных сказах выкарыстоўваюцца дзеясловы **would** (мадальныя **could** / **might**) з перфектным інфінітывам без **to,** а ў даданых сказах – дзеясловы ў форме **прошлага завершанага часу (Past Perfect).**

If + Past Perfect, would + Perfect Infinitive

If I **had had** time, I **would have finished** reading the novel. – Калі б у мяне (тады) быў час, то я ўжо закончыў бы чытаць раман.
I **would have done** it if I **had had** the time. – Я зрабіў бы гэта (тады), калі б у мяне быў час.
If he **had arrived** on time, he **would have heard** the news. – Калі б ён прыбыў у час, ён бы пачуў навіну.

V. **Mixed Conditionals.** Сярод сказаў умовы могуць быць і такія, калі ўмова і вынік, г.зн. даданы і галоўны сказы, адносяцца да розных часоў. Выкарыстанне формаў умоўнага ладу падпарадкуецца ў іх агульнаму правілу: цяперашнія ці будучыя дзеянні перадаюцца неперфектнымі формамі, а дзеянні, што адносяцца да мінулага, – перфектнымі.

Напрыклад, умова (даданы сказ) адносіцца да прошлага часу, а вынік (галоўны) – да цяперашняга ці будачага.

If + Past Perfect, would + Simple Infinitive

If we **hadn't missed** the train, we **would be** at home now. – Калі б мы не спазніліся на поезд, мы былі б зараз дома.

If + Past Simple, would + Perfect Infinitive

If she **weren't / wasn't** so hard-working, she **wouldn't have passed** the exams. – Калі б яна не была такой працавітай, яна б не здала гэтыя экзамены.

UNIT 4

Complex Object – Складанае дапаўненне

I. Канструкцыя **Complex Object** у англійскай мове складаецца з **назоўніка** ў агульным склоне ці **займенніка** ў аб'ектным склоне і **інфінітыва:**

I want **him to leave**. – Я хачу, каб ён пайшоў.

На беларускую мову звычайна перакладаецца даданым дапаўняльным сказам са злучнікамі **што, як, каб:**

I know **her to have graduated** from the university three years ago. – Я ведаю, што яна скончыла ўніверсітэт тры гады назад.

II. **Complex Object** ужываецца ў наступных выпадках:

1) пасля дзеясловаў, што перадаюць пажаданне: *to want, to wish, to desire, would like*;

2) пасля дзеясловаў, што выражаюць меркаванне: *to expect, to believe, to think, to suppose, to consider, to find*;

3) пасля дзеясловаў, што выражаюць загад, просьбу: *to command, to order, to ask, to allow*;

4) пасля дзеясловаў, што перадаюць пачуццёвае ўспрыманне: *to see, to hear, to notice, to feel, to watch, to observe*;

5) пасля дзеясловаў, што перадаюць заахвочванне: *to make*, *to force*, *to have*, *to let*.

Заўвага. Пасля дзеясловаў *to see*, *to hear*, *to notice*, *to feel*, *to watch*, *to observe*, *to make, to have, to let* часціца **to** перад інфінітывам **<u>не ставіцца</u>**.

Пасля дзеясловаў пачуццёвага ўспрымання ўжываецца Complex Object, што складаецца з назоўніка ці займенніка і дзеепрыметніка цяперашняга часу (-ing формы), ці дзеепрыметніка I.

Параўнайце:

I heard him **sing** his last song. – Я чуў, як ён праспяваў сваю апошнюю песню.

I felt her heart **beating** fast. – Я адчуваў, як часта б'ецца яе сэрца.

Калі дзеянне было кароткім ці мы назіралі яго да канца – гэта інфінітыў (без часціцы **to**). Калі дзеянне было працяглым і мы засталі яго ў працэссе здзяйснення – ужываецца дзеепрыметнік I.

We saw him **enter** the house. – Мы бачылі, як ён зайшоў у дом.

We saw him entering the house. – Мы бачылі, як ён заходзіў у дом.

Questions for lesson 4, ex. 3c.

1. What is complex object made of?
2. When is it used?
3. When is the infinitive used without 'to'?
4. How are comlex object structures translated into your language?

Questions for lesson 6, ex. 2c.

1. What are the peculiarities of complex object usage after the verbs of senses?
2. When are infinitives used in complex object?
3. When are participles used in complex object?
4. How do we translate sentences with complex object?

UNIT 5

Past Perfect Continuous – Прошлы завершаны прадоўжаны час

I. У **Past Perfect Continuous** дзеянне доўжыцца на працягу пэўнага перыяду ў мінулым і здзяйсняецца да пэўнага моманту ці іншай падзеі ў мінулым.

Можна сказаць, што Past Perfect Continuous – гэта аналаг Present Perfect Continuous, толькі для мінулага. Калі ў Present Perfect Continuous дзеянне адбылося да цяперашняга

моманту, то ў Past Perfect Continuous – да пэўнага моманту ў мінулым:

When Jane came home, Martin was very tired, because he **had been working** hard all day. – Калі Джэйн прыйшла дамоў, Марцін быў вельмі стомленым, таму што ён напружана працаваў цэлы дзень.

Past Perfect Continuous утвараецца спалучэннем дапаможнага дзеяслова **to be** ў Past Perfect **(had been)** і дзеепрыметніка цяперашняга часу (-ing формы) сэнсавага дзеяслова.

Had + been + V-ing

Сцвярджальная форма	He had been doing.
Пытальная форма	Had he been doing?
Адмоўная форма	He had not been doing.

II. **Ужыванне Past Perfect Continuous:**

1. Дзеянне адбывалася да пэўнага моманту ў мінулым:

When it was 3:00 p.m., I **had been waiting** for Bob for two hours. – Калі было 3 гадзіны дня, я чакаў Боба ўжо дзве гадзіны. (На той момант, калі было 3 гадзіны дня (гэты момант быў у мінулым) я ўжо чакаў дзве гадзіны.)

2. Дзеянне адбывалася да іншага дзеяння (падзеі) у мінулым:

Yesterday we **had been playing** for two hours when Tom arrived. – Учора, калі Том прыехаў, мы ўжо ігралі дзве гадзіны. (Да таго як адбылася падзея ў мінулым (прыехаў Том), дзеянне ўжо знаходзілася ў працэсе на працягу пэўнага часу (мы ігралі дзве гадзіны.)

Пры гэтым Past Perfect Continuous выкарыстоўваецца для апісання больш ранняга дзеяння (падзеі), а Past Simple – больш позняга.

UNIT 6

Future Continuous – Будучы прадоўжаны час

I. Дзеясловы ў форме **будучага прадоўжанага часу** перадаюць дзеянне, якое будзе адбывацца ў пэўны момант ці адрэзак часу ў будучым.

Future Continuous утвараецца спалучэннем дапаможнага дзеяслова **to be** ў будучым часе **(will be)** і дзеепрыметніка цяперашняга часу сэнсавага дзеяслова:

will+ be + V-ing

We'**ll be expecting** you at 5. – Мы будзем чакаць у 5 гадзін.
Next month they **will be repairing** the school. – У наступным месяцы яны будуць рамантаваць школу.
This time on Sunday **I'll be bathing** in the sea. – У гэты час у нядзелю я буду купацца ў моры.
She will be sleeping. – She **will not be sleeping**. **Will** she **be sleeping**? Yes, she will. No, she will not. (No, she won't.)

II. Будучы прадоўжаны час, як правіла, ужываецца ў наступных сітуацыях:

а) для перадачы дзеянняў, якія будуць адбывацца ў будучым у нейкі пэўны момант. Звычайна для перадачы гэтага моманту ўжываюцца словы і словазлучэнні тыпу «заўтра ў шэсць гадзін» і да таго падобныя канкрэтныя азначэнні або дадзеныя сказы з дзеясловам-выказнікам у цяперашнім няпэўным часе:

We'll be holding a meeting **at five o'clock tomorrow**. – Заўтра ў пяць гадзін мы будзем праводзіць сход.
He will be presenting his report **when I come to the University**. – Калі я прыйду ва ўніверсітэт, ён будзе чытаць даклад.

б) пры перадачы дзеянняў, якія будуць адбывацца ў будучым, на працягу доўгага перыяду часу:

The auto industry **will be increasing** the production of new cars from year to year. – З году ў год аўтамабільная прамысловасць будзе павялічваць выпуск новых машын.

UNIT 7

Narrative Tenses – Часы, што ўжываюцца пры апавяданні

I. **Past Simple** – прошлы просты час у англійскай мове – шырока выкарыстоўваецца ў апавяданні для апісання падзей у мінулым. Ужываецца:

а) калі дзеянне адбылося ў мінулым і ніяк не звязана з сучаснасцю. Звярніце ўвагу на словы, што абазначаюць час: **yesterday** (учора), **last month** (у мінулым месяцы), **5 years ago** (5 гадоў таму), **in 1999** (у 1999):

My brother was born in 1987. She moved to the capital 7 years ago. – Мой брат нарадзіўся ў 1987 годзе. Яна пераехала ў сталіцу сем гадоў назад.

б) пры пераліку шэрагу дзеянняў у мінулым:

He **wrote** the letter, **put** it in the envelope, **left** it on the table and **went out**. – Ён напісаў пісьмо, паклаў яго ў канверт, пакінуў на стале і пайшоў.

в) калі згаданае дзеянне было звычайным і неаднаразова адбывалася ў мінулым на працягу якога-небудзь перыяду часу:

From 1995 to 2000 he worked as a manager. – Ён працаваў менеджарам з 1995 па 2000 год.

II. **Past Continuous** – прошлы прадоўжаны час.

Адрозненне **Past Continuous** ад **Past Simple** толькі ў тым, што ў гэтым выпадку дзеянне паказана ў працэсе. Момант, у які адбываецца дзеянне, што цікавіць нас, часта бывае абазначаны іншым кароткім дзеяннем у Past Simple.

Ужываецца:

а) калі мы расказваем пра дзеянне, якое адбывалася ў пэўны момант у мінулым:

She **was drinking** coffee when I came in. – Яна піла каву, калі я прыйшоў.

б) калі мы хочам даць характарыстыку чалавеку, робячы такім чынам нашу мову эмацыянальна афарбаванай:

My mother **was** always **hiding** sweets from me when I was a kid. – Калі я быў дзіцем, мама заўсёды хавала ад мяне цукеркі.

III. **Past Perfect** і **Past Perfect Continuous** – завершаны прошлы і завершаны прадоўжаны прошлы час.

Past Perfect уяўляе сабой «перадпрошлы» час, паколькі ён перадае мінулае дзеянне ў адносінах да моманту, што таксама з'яўляецца мінулым.

Ужываецца:

а) калі мы хочам перадаць дзеянне, якое скончылася да пэўнага моманту ў мінулым:

Malfoy **had done** the work by the time his friend returned. – Малфой скончыў усю работу да таго часу, калі вярнуўся яго сябар.

б) калі мы хочам паказаць два дзеянні, адно з якіх было ў працэсе, а другое завяршылася да яго пачатку:

The rain **had stopped** and the stars were twinkling on the dark sky. – Дождж скончыўся, і на цёмным небе зіхацелі зоркі.

Past Perfect Continuous ужываецца тады, калі дзеянне ў сказе пачынаецца да пэўнага моманту ў мінулым і працягваецца да яго (ці з ім уключна):

Tim was a man she **had been searching** for all her life. – Цім быў менавіта тым мужчынам, якога яна шукала ўсё жыццё.

IV. **Выкарыстанне інверсіі з прыслоўямі 'hardly' ... 'when'** і **'no sooner ... than'**.

Звычайна ў англійскіх сказах усіх тыпаў парадак слоў фіксаваны: дзейнік, выказнік, дадаеныя члены сказа.

Калі дзейнік стаіць пасля выказніка, то такое размяшчэнне галоўных членаў сказа называецца адваротным парадкам слоў або інверсіяй.

Інверсія ўжываецца ў галоўным сказе складаназалежных сказаў, што пачынаюцца прыслоўямі **hardly**, **scarcely** (як толькі), **no sooner** (ледзь толькі) і інш. У гэтых сказах перад дзейнікам стаіць дапаможны дзеяслоў, які ўваходзіць у склад выказніка, ці дзеяслоў-выказнік, і ўвесь сказ падкрэслівае эмацыянальны характар выказанай у ім думкі.

Калі галоўны сказ пачынаецца прыслоўем **scarcely** ці **hardly**, то ў даданым сказе ўжываецца злучнік ***when***. Калі ж галоўны сказ пачынаецца прыслоўем **no sooner**, то ў даданым ужываецца злучнік ***than***:

Hardly had he finished his work **when** somebody knocked at the door. – Толькі ён скончыў сваю работу, як нехта пастукаў у дзверы.

No sooner had we reached the town **than** we learned the news. – Не паспелі мы дабрацца да горада, як даведаліся навіну.

Questions for lesson 5, ex. 3b.

1. What are the narrative tenses in English?
2. Which tense is used to narrate past events in chronological order?
3. Which tense is used to express a background action?
4. Which tense is used to express an action that happened before a definite time in the past?
5. How are these tense forms made?

Questions for lesson 6, ex. 3b .

1. What is inversion?
2. When is the irregular verb placement used?
3. Which clause is inverted in sentences beginning with ‘hardly’ and ‘no sooner’?
4. What word is used at the beginning of the subordinate clause if the main clause begins with ‘hardly’?
5. What word is used at the beginning of the subordinate clause if the main clause begins with ‘no sooner’?

6. Which sentences sound more formal: with or without inversion?
7. Why is inversion used?

UNIT 8

Reported (Indirect) Speech – Ускосная мова

I. Перадаць чые-небудзь словы можна двума спосабамі: дакладна паўтарыць гэтыя словы або перадаць іх з дапамогай ускоснай мовы.

Простая мова (*Direct Speech*)
She said, **"I'm having a wonderful time here in Goa."**

Ускосная мова (*Indirect/Reported Speech*)
She said **that she was having a wonderful time there in Goa.**

Простая мова – гэта перадача мовы якой-небудзь асобы без змены формы.

Ускосная мова – гэта недаслоўная перадача мовы асобы з дапамогай дадатковых даданых сказаў.

У сказе з ускоснай мовай ёсць галоўны сказ і даданы. Даданы сказ звычайна пачынаецца са злучніка **that** (яго можна прапусціць). Гэтая структура добра бачная і ў беларускай мове:

Ён гаворыць, што не збіраецца браць выхадны заўтра.

II. **Дзеясловы, з дапамогай якіх уводзіцца ўскосная мова.**

Самым распаўсюджаным дзеясловам, з дапамогай якога ўводзіцца ўскосная мова, з'яўляецца дзеяслоў **to say**. Акрамя гэтага дзеяслова выкарыстоўваецца шмат іншых: **to tell, to inform, to announce, to inquire, to exclaim** ... Выбар дзеяслова залежыць ад той сэнсавай афарбоўкі, якую вы хочаце дадаць у сказ.

Дзеяслоў **to tell** ужываецца з ускосным дапаўненнем без прыназоўніка: Jim told me that he would be late.

Нельга сказаць: "*Jim ~~said~~ me* ...").

У іншых выпадках выкарыстоўваецца **to say,** прычым **to say** ужываецца з прыназоўнікам **to:**

Jim said to me that he would be late.

Для перадачы просьбаў і загадаў ва ўскоснай мове ўжываецца інфінітыў з **to tell** і **to ask** (гл. с. 292, пункт 2).

III. У англійскай мове выказнік у галоўным сказе вызначае (згодна з правілам **дапасавання часоў – Sequence of Tenses)** граматычны час у даданым сказе:

He **says** that he **is not going** to take a day off. –
Ён **гаворыць**, што не збіраецца браць выхадны.

Параўнайце:

He **said** that he **was not going** to take a day off. –
Ён **сказаў**, што не збіраецца браць выхадны.

Пры замене простай мовы ўскоснай адбываецца шэраг заканамерных *граматычных, лексічных* і *сінтаксічных* змен. Найбольш заўважнымі зменамі з'яўляюцца змены ў парадку слоў (сінтаксічныя) і лексіцы. Граматычныя змены поўнасцю адпавядаюць правілу дапасавання часоў.

IV. **Ускосная мова ў сказах, дзе ўводны дзеяслоў мае форму цяперашняга часу.**

Калі ў галоўным сказе дзеяслоў стаіць у цяперашнім ці будучам часе, то ў даданым сказе дзеяслоў мае тую ж форму, што і ў простай мове.

1. ***Апавядальныя сказы***

Пераўтварэнне простай мовы ва ўскосную адбываецца з дапамогай злучніка **that**, пры гэтым змяняюцца асабовыя і прыналежныя займеннікі:

Mary says, "**I** do **my** homework every day." – Mary says that **she** does **her** homework every day.
Mary says, "**I** am not going to the cinema tomorrow." – Mary says that **she** is not going to the cinema tomorrow.

2. ***Пабуджальныя сказы***

У пабуджальным сказе пры замене простай мовы ўскоснай імператыў (фраза ў загадным ладзе) замяняецца **інфінітывам** з часціцай **to**.

1. "Be careful crossing the street." – Mother **told me to be careful** crossing the street.
2. "Don't cry," I said to the child. – I told the child not to cry.
3. "Please, be quiet after midnight," the old lady said to us. – The old lady asked us to be quiet after midnight.
4. "Could you help me, Tom?" Ann asked. – Ann asked Tom to help her.

Калі ў простай мове выказнік мае адмоўе, то ва ўскоснай мове яно выяўляецца ў выглядзе часціцы **not** перад to + + інфінітыў дзеяслова:

The teacher says, "Don't miss your classes!" – The teacher tells/orders/asks the pupil not to miss his classes.

3. ***Пытальныя сказы***

а) **Агульнае пытанне**

Пры пераходзе агульнага пытання з простай мовы ва ўскосную парадак слоў у пытанні з адваротнага мяняецца на прамы, г.зн. парадак слоў у агульным пытанні становіцца такім самым, як і ў простым апавядальным сказе.

"Do you love me?" the girl asks her boyfriend. –
The girl asks her boyfriend **if/whether** he loves her. – Дзяўчына пытаецца ў свайго хлопца, **ці** кахае ён яе.

Ва ўскоснай мове парадак слоў у пытанні прамы, г.зн. па сутнасці пытальная форма знікае (адсутнічае дапаможны дзеяслоў **do**). Адпаведна выказнік (loves) цяпер дапасуецца да дзейніка (he) у асобе і ліку. Ва ўскоснай мове з'яўляюцца словы **if/whether**, якія адпавядаюць беларускаму **ці**.

"Are there **any** sweets in your pocket?" the child asks his mother. –
The child asks his mother if/whether there are **some** sweets in her pocket. – Дзіця пытаецца ў маці, ці ёсць у яе ў кішэні цукеркі.

Пры замене простай мовы на ўскосную ў пытанні адбываецца яшчэ адна лексіка-граматычная змена – займеннік **any** мяняецца на **some**.

Пытальны знак у канцы сказа з ускоснай мовай не ставіцца, таму што такі сказ фактычна з'яўляецца складаназалежным апавядальным сказам.

б) **Спецыяльнае пытанне**

У спецыяльным пытанні пры пераходзе з простай мовы ва ўскосную парадак слоў таксама становіцца прамым, але пытальнае слова застаецца на першым месцы. Словы *if/whether* тут не ўжываюцца, таксама як і ў беларускім варыянце адсутнічае часціца «ці».

He asks her, "What is your favourite colour?" –
He asks her **what her favourite colour is**. – Ён пытаецца ў яе, які яе любімы колер.

"Where do you live?" the man asks the boy. –
The man asks the boy **where he lives**. – Мужчына пытаецца ў хлопчыка, дзе ён (той) жыве.

(Коска, што ўводзіць простую мову, а таксама двукоссі, у якія бярэцца простая мова, апускаюцца.)

V. **Лексічныя змены пры пераўтварэнні простай мовы ва ўскосную.**

Словы ў сказах з простай мовай	**Словы ў сказах з ускоснай мовай**
today / tonight	that day / that night
this (morning)	that (morning)
tomorrow	the next day
yesterday	the day before
last (week)	the (week) before
next (week)	the following (week)

here	there
this	that

"I'll do it some time **today**." – She said (that) she would do it some time **that day**.

VI. **Ускосная мова ў сказах, дзе ўводны дзеяслоў мае форму прошлага часу.**

Калі ў галоўным сказе выказнік мае форму прошлага часу, то выказнік у дададным сказе пры пераходзе з простай мовы ва ўскосную падпадае пад дапасаванне часоў.

Час у сказе з простай мовай	**Час у сказе з ускоснай мовай**
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Past Continuous	Past Perfect Continuous
Past Perfect	Past Perfect
Will	Would
can	could
may	might
must/have to	had to

"I **live** in Minsk." – She said (that) she **lived** in Minsk.
"I'**m repairing** the garage." – He said (that) he **was repairing** the garage.
"I **went** there on foot." – He said (that) he **had gone** there on foot.
"I **haven't done** it yet." – She said (that) **she hadn't done** it yet.
"I **won't go** there." – He said (that) **he wouldn't** go there.
"I **can't** marry her." – He said (that) **he couldn't** marry her.
"He **may be** right." – She said (that) he **might be** right.
"I **have to do** this job." – He said (that) **he had to do** that job.

VII. У некаторых выпадках час дзеяслова, калі мы выкарыстоўваем яго ва ўскоснай мове, не мяняецца. Калі вы паведамляеце пра якую-небудзь сітуацыю і думаеце, што яна ўсё яшчэ існуе, мяняць час дзеяслова няма неабходнасці.

Mark said, "Rome is more beautiful than Paris." – Mark said that Rome was more beautiful than Paris. (Калі Марк да гэтай пары думае пра гэта, то трэба ўжыць цяперашні час: Mark said that Rome **is** more beautiful than Paris.)

Diana said, "I want to be a movie star." –
Diana said that she **wants/wanted** to be a movie star.

Выкарыстанне дзеяслова ў прошлым часе будзе таксама **правільным**. Але трэба карыстацца толькі прошлым часам, калі на момант вашай размовы сітуацыя змянілася.

Questions for lesson 4, ex. 2b.

1. Which of the sentences are commands, and which – requests?
2. What verbs are used to report imperatives?
3. What does the use of the verb depend on?
4. How do we report negative imperatives?
5. Do any words change in reported imperatives?

Questions for lesson 4, ex. 4b.

1. What reporting verbs are used in the report?
2. What word is used after the reporting verbs? Can you omit it?
3. What happens to the tenses of the original direct speech sentences after 'said (that)' or 'told me (that)?
4. The phenomenon of the change of tenses is called backshift. Do we change the Past Perfect tense in reported speech? What about modal verbs like 'would, might, could, should'?
5. Do you think we should use backshift if the reporting verb is in the present – 'says (that)' or 'tells me (that)'?
6. How do words like 'now', 'this week' etc. change in reported speech?
7. What happens to the word order in reported speech?

UNITS 8, 9

Articles – Артыклі

I. **Азначальны артыкль ужываецца:**

1. З назвамі большасці палітычных і дзяржаўных устаноў:

The Kremlin, The House of Lords, the Houses of Parliament, the Army, etc.

2. З назвамі, у якіх ёсць прыназоўнік 'of':

The University of London (але: ***London University***)

3. З назвамі, што ўтвораны ад назоўніка ці прыметніка ў спалучэнні з іншым назоўнікам:

The Empire State Building, The White House, etc.

4. З назвамі тэатраў, музеяў, карцінных галерэй, кінатэатраў, канцэртных зал, атэляў, унікальных твораў мастацтва, кніг і газет:

The Tate Gallery, the Bolshoi Theatre, the Hermitage, The Opera House, The Bible, the Mona Liza, The Times, The Guardian (без артыкля – газета ***Today*** і замежныя газеты і часопісы – ***Komsomolskaya Pravda,*** etc.)

5. З назвамі спартыўных падзей:

The Olympic Games, the World Cup, etc.

6. З унікальнымі назоўнікамі – словамі, што абазначаюць па-свойму адзіныя прадметы і з'явы:

- ***The atmosphere*, *the cosmos*, *the earth (Earth)*, *the equator*, *the galaxy*, *the globe*, *the hemisphere*** – атмасфера, космас, зямля (Зямля), экватар, Галактыка, зямны шар, паўшар'е;
- ***The east*, *the west*, *the north*, *the south*** – усход, захад, поўнач, поўдзень;
- ***The ground*, *the horizon*, *the zenith*, *the weather*** – зямля, гарызонт, зеніт, надвор'е;
- ***The Milky Way*, *the moon*, *the North Pole*, *the North Star*, *the stars*, *the solar system*, *the South Pole*, *the Universe*, *the Arctic Circle*** – Млечны Шлях, Месяц, Паўночны полюс, Палярная зорка, зоркі, Сонечная сістэма, Паўднёвы полюс, Сусвет, Паўночны палярны круг;
- ***The world*, *the Pope*, *the sun*, *the sky*, etc.** – свет, Папа Рымскі, сонца, неба і г.д.

(Калі пералічаныя вышэй унікальныя назоўнікі маюць пры сабе апісальнае азначэнне, то цалкам магчыма ўжываць у дадзеных выпадках неазначальны артыкль: *A young moon appeared in the sky. – На небе з'явіўся малады месяц.* Існуюць таксама фразеалагізмы, напрыклад: *once in a blue moon* – вельмі рэдка; *to be over the moon* – быць на сёмым небе ад шчасця; *to cry for the moon* – жадаць чаго-небудзь немагчымага.)

7. З назвамі арганізацый і палітычных партый:

the Labour Party *Лейбарысцкая партыя,* ***the United Nations Organization*** *Арганізацыя Аб'яднаных Нацый,* ***the***

Red Cross *Чырвоны Крыж*, ***the Greens*** *“зялёныя”*, ***the Democratic Party*** *Дэмакратычная партыя.*

Традыцыйна артыкль не выкарыстоўваецца са словам **Parliament** *парламент* (у Англіі); можа быць прапушчаны перад словам **(The) Congress** (у ЗША).

Калі ў назве прысутнічае слова *Company*, то азначальны артыкль можа ўжывацца: **The Procter & Gamble Company** ці **Procter & Gamble.**

II. **Артыкль не ўжываецца:**

1. З назвамі, што складаюцца з уласнага імя ці спалучэння імя ўласнага з іншым назоўнікам:

McDonald's, St. Paul's Cathedral, Buckingham Palace, Cambridge University, Waterloo Station, etc.

2. З назвамі аэрапортаў, станцый і мастоў, большасці вуліц, праспектаў, дарог, паркаў, плошчаў:

Tower Bridge, Heathrow, Trafalgar Square, Fleet Street, Gorky Park, etc.

3. З назвамі кампаній:

British Airways (калі ў назве прысутнічае ‘company’, артыкль магчымы)

4. З назвамі часопісаў:

Cosmopolitan, Time, etc.

5. З некаторымі абрэвіятурамі, якія ў выніку вельмі частага ўжывання ператварыліся ў самастойныя словы:

NATO, UNICEF, UNESCO, IBM, Xerox, Greenpeace, etc.

III. **Ужыванне артыкля ва ўстойлівых словазлучэннях:**

Ва ўстойлівых словазлучэннях артыкль можа адсутнічаць, напрыклад: *to be in debt, at first sight, to lose heart, by chance, cigarette upon cigarette, at night* і г.д. Ужыванне азначальнага і неазначальнага артыкляў таксама можа быць зафіксавана ва ўстойлівых выразах, напрыклад: *to*

be at a loss, on the whole, to take the trouble, out of the question, a great many, in a hurry і інш. Параўнайце: *to keep house – весці гаспадарку, to keep the house – сядзець дома*.

Артыкль не ўжываецца са словам *television*, напрыклад: *We often watch television*; але са словам *radio* звычайна ўжываецца азначальны артыкль: *We often listen to the radio*.

1. ***Неазначальны артыкль*** уваходзіць у шэраг устойлівых спалучэнняў і выразаў:

a few *некалькі,* **a** little *няшмат,* **a** lot of *шмат,* **a** great deal of *многа,* as **a** rule *як правіла,* as **a** result *у выніку,* as **a** matter of fact *уласна кажучы,* for **a** while *на некаторы час,* for **a** long (short) time *на працягу доўгага (кароткага) часу,* to be in **a** hurry *спяшацца,* to go for **a** walk *ісці гуляць,* to have **a** cold *быць прастуджаным,* to have **a** good time *добра правесці час,* to have **a** look *зірнуць,* to have **a** rest *адпачыць,* to take **a** seat *сесці,* to tell **a** lie *схлусіць*. It is **a** pity. *Шкада*. What **a** shame! *Як шкада!*

2. ***Азначальны артыкль*** уваходзіць у шэраг устойлівых спалучэнняў і выразаў:

by **the** way *між іншым*
in **the** morning *раніцай*
in **the** afternoon *днём*
in **the** evening *вечарам*
in **the** country *за горадам*, *у вёсцы*
in **the** past *у мінулым*
in **the** present *цяпер*, *зараз*
in **the** future *у будучым*
in **the** distance *удалечыні*, *далёка*
in **the** plural *у множным ліку*
in **the** singular *у адзіночным ліку*
in **the** street *на вуліцы*
just **the** same *тое ж самае*
on **the** one hand ... on **the** other hand *з аднаго боку ... з другога боку*

on **the** right (left) *справа (злева)*
on **the** whole *у цэлым, увогуле, наогул*
out of **the** question *немагчыма, выключана*
the other day *днямі* (пра мінулае)
the day after tomorrow *паслязаўтра*
the day before yesterday *пазаўчора*
to go to **the** theatre (**the** cinema) *пайсці ў тэатр (кіно)*
to go to **the** country *паехаць за горад*
to pass **the** time *праводзіць (бавіць) час*
to play **the** piano (guitar, violin, etc) *іграць на піяніна (гітары, скрыпцы і інш.)*
to tell **the** truth[1] *сказаць праўду*
to tell **the** time *сказаць, колькі часу*
to **the** right (left) *направа (налева)*
What is **the** time? *Колькі часу? Каторая гадзіна?*

---

[1] to tell **the** truth – *сказаць праўду*; **але**: to tell **a** lie – схлусіць.

3. ***Артыкль адсутнічае*** ў шэрагу ўстойлівых словазлучэнняў.

Напрыклад:

а) <u>з назоўнікамі, неаддзельнымі ад дзеяслова</u>

У шэрагу застылых словазлучэнняў дзеяслоўнага характару назоўнікі адпаведна страчваюць і артыкль: to be at table быць *за сталом (за ядой),* to be in town *быць у горадзе,* to be on holiday *быць у адпачынку,* to go by water (air, sea, land) *перамяшчацца водным (паветраным, марскім, сухапутным) шляхам,* to go to sea *стаць маракам,* to go to town *паехаць у горад,* to keep house *весці гаспадарку,* to leave school *закончыць школу,* to leave town *паехаць з горада,* to make use of *выкарыстаць,* to play chess (cards, football, tennis, hockey, etc.) *гуляць у шахматы (карты, футбол, тэніс, хакей і г.д.),* to take care *клапаціцца,* to take part *удзельнічаць,* to take place *адбывацца,* to tell lies *гаварыць няпраўду,* to go/(travel, come, arrive) by bus/(car, boat, ship,

plane, air, train *ехаць (падарожнічаць, прыехаць) аўтобусам (машынай, цеплаходам, самалётам, цягніком)*

б) з назоўнікамі, неаддзельнымі ад прыназоўнікаў: at breakfast (dinner, lunch, supper) *за снеданнем (абедам, ланчам, вячэрай),* at hand *пад рукой,* at home *дома,* at night *ноччу,* at present *у цяперашні час,* at sunrise *на світанні,* at sunset *на захадзе сонца,* at war *у стане вайны,* at work *на працы,* by chance *выпадкова,* by day *днём,* by hand *ад рукі,* by heart *напамяць,* by mail *па пошце,* by mistake *памылкова,* by name *па імені,* by night *ноччу,* by phone *па тэлефоне,* by post *па пошце,* in conclusion *у заключэнне,* in detail *падрабязна,* in fact *сапраўды,* in trouble *у бядзе,* on business *па справе,* on foot *пешшу,* on holiday *у адпачынку,* on sale *у продажы* і інш.

в) у злітных спалучэннях двух назоўнікаў з прыназоўнікам: arm in arm *поплеч,* day after day *дзень за днём,* day by day *дзень пры дні,* from beginning to end *з пачатку да канца,* from left to right *злева направа,* from morning till night *з раніцы да вечара,* from dusk till dawn *з вечара да ранку,* from town to town *з горада ў горад,* from time to time *час ад часу,* hand in hand *поплеч,* side by side *побач*

IV. **Асобае ўжыванне артыкля:**

1. Такія словы, як *school*, *college*, *university*, *bed* , *town*, *home*, *church*, *hospital*, *prison/jail* (турма), *work* часта ўжываюцца ў якасці абстрактнага паняцця. Яны абаначаюць не месца сацыяльнай дзейнасці чалавека, а дзеянне, звязанае з гэтым месцам. У такіх выпадках артыкль ім не патрэбен:

To go to school = to study – вучыцца;
To be in hospital = to be ill – хварэць, праходзіць курс лячэння;
To go to church = to believe in God – верыць у Бога;
To go to bed = to go to sleep – ісці спаць, класціся спаць;

To be sent to prison/to be in prison = to be imprisoned for something – адбываць пакаранне (тэрмін);
To be at work = to be busy – працаваць, быць занятым на працы.

Калі гэтыя словы ўжываюцца ў сваім першапачатковым значэнні, абазначаючы пэўныя аб'екты, месцы, яны становяцца падлічвальнымі і могуць ужывацца як з неазначальным, так і з азначальным артыклем:

Sometimes, especially on rainy days, the castle looked like a prison. – Часам, асабліва ў дажджлівыя дні, замак нагадваў турму.
She went to the hospital to visit Helen who was sick. – Яна пайшла ў бальніцу, каб наведаць Хэлен, якая была хворая.

2. Кантэксты са значнай адсутнасцю артыкля неабходна адрозніваць ад кантэкстаў, у якіх артыклі проста апускаюцца – у тэлеграмах, у назвах і загалоўках, у розных аб'явах, дзе *адсутнасць артыкля* дазваляе эканоміць месца, напрыклад:

TSUNAMI IN JAPAN LEAVES BOY HOMELESS: BOY LOSES FAMILY AND HOUSE

UNIT 9

Gerund and Infinitive – Ужыванне герундыя і інфінітыва

Герундый (Gerund) – неасабовая форма дзеяслова, што мае ўласцівасці як назоўніка, так і дзеяслова. Герундый часам яшчэ называюць аддзеяслоўным назоўнікам, паколькі ён мае шмат агульнага з назоўнікам. У англійскай мове герундый утвараецца шляхам дабаўлення да асновы дзеяслова суфікса **-ing**.

Інфінітыў (Infinitive) – неасабовая форма дзеяслова ў англійскай мове. Стандартная форма англійскага інфінітыва ўтвараецца з дапамогай базавой формы дзеяслова, якой па-

пярэднічае часціца **to**. У шэрагу выпадкаў інфінітыў ужываецца без часціцы **to**.

Пасля некаторых дзеясловаў выкарыстоўваецца толькі інфінітыў, пасля іншых – толькі герундый, а пасля некаторых можна ўжываць і тое, і іншае. Акрамя таго, ёсць дзеясловы, якія будуць мець розны сэнс у залежнасці ад таго, што стаіць пасля дзеяслова: герундый ці інфінітыў.

I. **Інфінітыў выкарыстоўваецца, як правіла, пасля наступных дзеясловаў:**

agree *згаджацца*; **intend** *намервацца*; **appear** *здавацца, з'яўляцца*; **learn** *даведвацца, вучыць*; **arrange** *наладжваць, арганізоўваць*; **manage** *спраўляцца, паспяхова выконваць*; **ask** *прасіць, пытацца*; **mean** *падразумяваць, мець на ўвазе*; **claim** *патрабаваць, прызнаваць*; **offer** *прапаноўваць*; **consent** *згаджацца, зміраццa*; **plan** *планаваць*; **decide** *вырашаць*; **prepare** *рыхтаваць*; **demand** *патрабаваць*; **pretend** *прытварацца, уяўляць сабе*; **deserve** *заслугоўваць*; **promise** *абяцаць*; **expect** *чакаць*; **refuse** *адмаўляць*; **fail** *цярпець няўдачу*; **seem** *здавацца*; **forget** *забываць(-цца)*; **threaten** *пагражаць*; **hesitate** *хістацца*; **wait** *чакаць*; **hope** *спадзявацца*; **want** *хацець*.

We hope to buy a car. – Мы спадзяёмся купіць машыну.
He doesn't want to live on his own. – Ён не хоча жыць самастойна.
You want to use a new computer. – Ты хочаш выкарыстаць новы камп'ютар.

II. **Пасля наступных дзеясловаў, як правіла, ужываецца герундый:**

forbid *забараняць*; **admit** *прызнаваць*; **mention** *упамінаць, згадваць*; **appreciate** *цаніць, прызнаваць*; **miss** *прапускаць, сумаваць*; **avoid** *пазбягаць*; **postpone** *адкладаваць*; **complete** *завяршаць*; **practise** *практыкаваць*; **consider** *лічыць, ацэньваць*; **quit** *спыняць, кідаць*; **delay** *адкладваць*; **recall** *успамінаць*; **deny** *адмаўляць*; **recommend** *рэкамендаваць*; **discuss** *абмяркоўваць*; **risk** *рызыкаваць*; **enjoy** *цешыцца, атрымліваць асалоду, атрымліваць задавальненнне*; **suggest** *прапаноўваць*; **finish** *заканчваць*; **tolerate** *цярпець,*

зносіць; **keep** *трымаць, працягваць*; **understand** *разумець*; **regret** *шкадаваць.*

He **enjoys talking** to you. – Ён атрымлівае задавальненне ад гутарак з табой.
Tourists **avoid visiting** this country. – Турысты пазбягаюць наведвання гэтай краіны.

III. **Герундый выкарыстоўваецца таксама пасля наступных зваротаў:**

approve of something *адабраць што-н.*;
insist on smth *настойваць на чым-н.*;
be better off *знаходзіцца ў лепшым стане / становішчы*;
keep on doing smth *працягваць рабіць што-н.*;
can't help doing smth *не магчы не зрабіць што-н.*;
look forward to doing smth *з нецярплівасцю чакаць чаго-н.*;
object to doing smth *пярэчыць супраць чаго-н.*;
don't mind doing smth *не пярэчыць супраць чаго-н.*;
think about doing smth; think of doing smth *думаць пра што-н.*;

He couldn't help laughing. – Ён не мог утрымацца ад смеху.
You should think about taking this examination. – Табе варта падумаць пра тое, каб здаць гэты экзамен.
He doesn't mind getting up early. – Ён не пярэчыць супраць таго, каб устаць рана.

IV. **Пасля шэрагу дзеясловаў – to remember, to forget, to stop, to try – можа ўжывацца як інфінітыў, так і герундый; значэнне канструкцыі пры гэтым змяняецца.**

Параўнайце:

I **remember meeting** him for the first time five years ago. – Я помню, як сустрэў яго ўпершыню пяць гадоў таму (я помню гэтую сустрэчу).
I must **remember to meet** him at the station next Saturday. Я павінен не забыцца сустрэць яго на станцыі ў наступную суботу.
Remember to do something абазначае: не забыцца зрабіць нешта, успомніць, а затым зрабіць. **Remember doing**

something абазначае: помніць пра тое, як здзяйснялася дзеянне, успомніць пра яго пасля таго, як яно здзейснілася.

He stopped smoking. – Ён кінуў курыць.
He stopped to smoke. – Ён спыніўся, каб закурыць.

Выбар інфінітыва ці герундыя залежыць ад сэнсу і мэты выказвання:

He **tried to open** the window, but it was impossible. – Ён паспрабаваў адчыніць акно, але гэта аказалася немагчымым.
He **tried opening** the windows, taking a cold shower, drinking water with ice – the heat was unbearable. – Ён спрабаваў адчыняць вокны, прымаць халодны душ, піць ваду з лёдам – спякота была невыноснай.

Try to do something абазначае: паспрабаваць нешта зрабіць.

Try doing something абазначае: выканаць дзеянне як эксперымент.

V. **Устойлівыя выразы з герундыем**

Герундый ужываецца пасля некаторых выразаў:

It's no use worrying about it.
There is no point in buying a car if you don't want to drive it. – Няма сэнсу купляць машыну, калі ты не хочаш яе вадзіць.
It's not worth taking a taxi. – Не варта браць таксі.
It's waste of time watching soap operas. – Глядзець «мыльныя оперы» – трата часу.

VI. **Ужыванне інфінітыва і герундыя пасля дзеясловаў з частковай зменай сэнсу**

Пасля дзеясловаў **to love, to like, to prefer, to adore, to hate** і іншых можна ўжываць герундый, калі гаворка ідзе пра працэс наогул (general preferences), і інфінітыў, калі ёсць канкрэтызацыя сітуацыі (specific preferences).

I **love cooking.** – Я люблю гатаваць.

I **love** to cook on Sundays. – Я люблю гатаваць па нядзелях.

Звярніце асабліваю ўвагу на канструкцыі **would like, would prefer,** etc., пасля якіх ужываецца толькі інфінітыў.

Questions for lesson 2, ex. 4a.

1. What do they all have in common?
2. Can you explain the usage of a gerund and an infinitive in these two statements from the letter? I prefer travelling to staying at home. Though, this year I would prefer to stay at home in July.
3. What is the place of an object in the examples from ex.3a)?

IRREGULAR VERBS LIST

Verb (V1)	Past Tense (V2)	Past Participle (V3)
begin пачынаць	began	begun
break разбіваць, ламаць	broke	broken
bring прыносіць, прывозіць	brought	brought
build будаваць	built	built
buy купляць	bought	bought
catch (з)лавіць	caught	caught
choose выбіраць	chose	chosen
come прыходзіць, прыязджаць	came	come
cut рэзаць, сячы	cut	cut
do рабіць	did	done
draw маляваць	drew	drawn
dream марыць, сніць	dreamed, dreamt	dreamed, dreamt
drink піць	drank	drunk
drive весці машыну	drove	driven
eat есці	ate	eaten
fall падаць, скідацца	fell	fallen
feed карміць	fed	fed
feel адчуваць	felt	felt
fight змагацца, сварыцца	fought	fought
find знаходзіць, знайсці	found	found
fit падыходзіць размерам	fit	fit
fly лятаць, ляцець	flew	flown
forget забываць(-цца), забыць	forgot	forgotten
get атрымаць	got	got
give даць, даваць	gave	given
go ісці, ехаць	went	gone
grow расці	grew	grown
have мець	had	had
hear чуць	heard	heard
keep трымаць, утрымліваць	kept	kept
knit вязаць	knitted, knit	knitted, knit
know ведаць	knew	known
lay накрываць (на стол)	laid	laid
learn вывучаць, пазнаваць	learned, learnt	learned, learnt
leave ад’язджаць, адыходзіць, пакідаць	left	left
lie ляжаць	lay	lain
lose губляць	lost	lost

make рабіць, вырабляць	made	made
pay плаціць	paid	paid
put класці, ставіць	put	put
read чытаць	read	read
ride ехаць вярхом	rode	ridden
run бегаць, бегчы	ran	run
say сказаць	said	said
see бачыць	saw	seen
sell прадаваць	sold	sold
send пасылаць	sent	sent
sew шыць	sewed	sewn
sing спяваць	sang	sung
sit сядзець	sat	sat
sleep спаць	slept	slept
spend праводзіць, марнаваць	spent	spent
spread намазваць, распаўсюджваць	spread	spread
stick прыклейваць	stuck	stuck
swim плаваць, плыць	swam	swum
take браць, узяць	took	taken
teach вучыць, навучаць	taught	taught
tell гаварыць, сказаць, загадаць	told	told
think думаць	thought	thought
throw кінуць, кідаць	threw	thrown
wear насіць, быць адзетым у што-н.	wore	worn
win выйграць, перамагчы	won	won
write пісаць, напісаць	wrote	written

VOCABULARY

adj – adjective прыметнік
adv – adverb прыслоўе
n – noun назоўнік
v – verb дзеяслоў
phr v – phrasal verb фразавы дзеяслоў

UNIT 1

ancestor [ˈænsəstə] *n* прашчур, продак
apologise [əˈpɒlədʒaɪz] *v* прасіць прабачэння (for за што-н.; to у каго-н.); прыносіць афіцыйныя прабачэнні
autobiography [ˌɔːtəbaɪˈɒgrəfɪ] *n* аўтабіяграфія
be born [biː ˈbɔːn] *phr v* нарадзіцца
browse [braʊz] *v* прагарнуць, прагледзець; разглядаць (*тавары і да т.п.*)
chat [tʃæt] *v* нязмушана балбатаць, гутарыць, размаўляць
come round [ˌkʌm ˈraʊnd] *phr v* заходзіць ненадоўга; зазірнуць
common [ˈkɒmən] *adj* 1) агульны, усеагульны; 2) грамадскі, публічны; 3) звычайны, просты; неспецыяльны
field trip [ˈfiːld ˌtrɪp] *n* экскурсія вучняў (*на прадпрыемства*, *ферму*, *у музей і да т.п.*)
funky [ˈfʌŋkɪ] *adj* кідкі, задзірлівы; выдатны, першакласны
go on the Internet [gəʊ ɒn ðə ˈɪntə(r)net] *phr v* зайсці ў інтэрнэт
hero [ˈhɪərəʊ] *n* герой, кумір, ідал
look forward [ˌlʊk ˈfɔːwəd] *phr v* чакаць з няцярпеннем
marry [ˈmærɪ] *v* жаніцца (з кім-н.); выходзіць замуж (за каго-н.); заручацца, шлюбавацца, браць шлюб (together, with з кім-н.)
mate [meɪt] *n* таварыш; напарнік
microwaveable [ˈmaɪkrəʊˌweɪvəb(ə)l] *adj* (*пра ежу*) прызначаная для разагравання ў мікрахвалевай печы
motto [ˈmɒtəʊ] *n* дэвіз, лозунг
on one's own [ɒn ˌwʌnz ˈəʊn] самастойна
outgoing [ˌaʊtˈgəʊɪŋ] *adj* спагадлівы, чулы; дружалюбны; камунікабельны, таварыскі
outspoken [ˌaʊtˈspəʊkən] *adj* шчыры, адкрыты, прамы; чыстасардэчны
pop into [ˌpɒp ˈɪntə] *phr v* заглянуць, заскочыць (куды-н.)

pray [preɪ] *v* 1) маліцца; 2) маліць, прасіць, умаляць, упрошваць
provide [prəʊˈvaɪd] *v* забяспечваць (чым-н. матэрыяльным); дастаўляць
reason [ˈriːz(ə)n] *n* 1) прычына, падстава, аснова; 2) розум, інтэлект; 3) разважлівасць, цвярозы розум; здаровы сэнс; 4) меркаванне, матыў; доказ, аргумент; апраўданне (against; behind; for)
reasonable [ˈriːz(ə)nəb(ə)l] *adj* 1) разумны, разважлівы; рацыянальны; здаровы; 2) справядлівы, абгрунтаваны; карэктны; 3) прымальны, прыдатны, нядрэнны, ніштаваты
reply [rɪˈplaɪ] *n* адказ, водгук
senior citizen [ˌsiːnɪə(r) ˈsɪtɪz(ə)n] *n* пажылы грамадзянін, чалавек у гадах
set someone apart [ˌset ˌsʌmwən əˈpɑːt] *phr v* змяшчаць асобна, раздзяляць; аддзяляць, адрозніваць
shelter [ˈʃeltə(r)] *n* прытулак, прыстанак, прыстанішча; сховішча
skinny [ˈskɪnɪ] *adj* худы, скура ды косці
spell [spel] *v* пісаць ці вымаўляць (словы) па літарах
stubborn [ˈstʌbən] упарты
surf [sɜːf] *v* наведваць розныя веб-сайты
text [tekst] *v* пасылаць тэкставае пасланне
total [ˈtəʊt(ə)l] *adj* 1) увесь, цэлы; агульны, супольны, сумесны, сумарны; 2) абсалютны, поўны, дасканалы; 3) усеагульны, татальны
volunteer [ˌvɒlənˈtɪə(r)] *n* валанцёр, добраахвотнік, дабраволец

UNIT 2

advantage [ədˈvɑːntɪdʒ] *n* перавага
attic [ˈætɪk] *n* мансарда; гара, гарышча, паддашак
basement [ˈbeɪsmənt] *n* падвал; (паў)падвальны паверх; цокальны паверх
brick [brɪk] *n* цэгла
carpet [ˈkɑː(r)pɪt] *n* дыван
ceiling [ˈsiːlɪŋ] *n* столь
central heating [ˌsentrəl ˈhiːtɪŋ] *n* цэнтральнае ацяпленне
cluttered [ˈklʌtəd] *adj* які знаходзіцца ў беспарадку, загрувашчаны
conveniences [kənˈviːnɪənsiz] *n* зручнасці, выгоды
cooling [ˈkuːlɪŋ] *n* сістэма ахаладжвання
detached (house) [dɪˈtætʃt] *adj* які стаіць асобна (*дом*)
disadvantage [ˌdɪsədˈvɑːntɪdʒ] *n* недахоп
downstairs [ˌdaʊnˈsteəz] *n* ніжні паверх дома
electricity [ˌelɪkˈtrɪsətɪ] *n* электрычнасць

estate agent [ɪˈsteɪt ˌeɪdʒ(ə)nt] *n* агент па продажы нерухомасці
fireplace [ˈfaɪə(r)pleɪs] *n* камін
haunted house [ˈhɔːntɪd ˌhaʊs] *n* дом з прывідамі
haven [ˈheɪv(ə)n] *n* прыстанак, укрыцце; прыстанішча, прытулак
item [ˈaɪtəm] *n* асобны прадмет (*у спісе і да т.п.*)
lack [læk] *v* неставаць, не хапаць
laundry basket [ˈlɔːndrɪ ˌbɑːskɪt] *n* карзіна для бруднай бялізны
look onto [lʊk ˈɒntə] *phr v* выходзіць на (*пра дом*)
lounge [laʊndʒ] *n* гасціная, гасцёўня
microwave [ˈmaɪkrəˌweɪv] *n* мікрахвалевая печ
modern [ˈmɒdən] *adj* сучасны
move house [muːv ˈhaʊs] *phr v* пераехаць у новы дом
owner [ˈəʊnə] *n* уладальнік
period [ˈpɪərɪəd] *adj* старадаўні; які адносіцца да перыяду
privacy [ˈpraɪvəsɪ] *n* самота, адасобленасць
radiator [ˈreɪdɪeɪtə(r)] *n* батарэя
renovation [ˈrenəˈveɪʃn] *n* аднаўленне, узнаўленне, рэканструкцыя
rent [rent] *v* наймаць (*кватэру і да т.п.*)
repair [rɪˈpeə] *phr v* рамантаваць
repairs [rɪˈpeəz] *n* рамонт
responsible [rɪˈspɒnˌsəb(ə)l] *adj* адказны
restore [rɪˈstɔː] *phr v* вяртаць у ранейшы стан, рэстаўрыраваць
semi-detached (house) [ˌsemɪdɪˈtætʃt] *adj* (*дом*) які мае агульную сцяну з суседнім домам
settee [seˈtiː] *n* канапа
share [ʃeə] *v* дзяліць, дзяліцца
shower [ˈʃaʊə(r)] *n* душ
sink [sɪŋk] *n* ракавіна
space [speɪs] *n* прастора
spacious [ˈspeɪʃəs] *adj* прасторны
suitable [ˈsuːtəb(ə)l] *adj* прыдатны, прымальны
tap [tæp] *n* кран
terraced (house) [ˈterɪst] *adj* (*дом*) які мае агульныя сцены з суседнімі дамамі
tiles [taɪlz] *n* плітка; чарапіца, дахоўка
treasured [ˈtreʒəd] *adj* каштоўны
underneath [ˌʌndəˈniːθ] *adj* пад, уніз, унізе, ніжэй
upkeep [ˈʌpˌkiːp] *n* захаванне ў рабочым стане; рамонт, догляд, назіранне, абслугоўванне
upstairs [ʌpˈsteəz] *n* верхні паверх дома
water supply [ˈwɔːtə səˌplaɪ] *n* водазабеспячэнне

UNIT 3

average [ˈæv(ə)rɪdʒ] *adj* сярэдні
be divided [dɪˈvaɪdɪd] *phr v* быць раздзеленым, дзяліцца
be located [ləʊˈkeɪtɪd] *phr v* размяшчацца
boarding school [ˈbɔː(r)dɪŋ skuːl] *n* школа-інтэрнат
comprehensive [ˌkɒmprɪˈhenˌsɪv] *adj* агульнаадукацыйны
entrance exams [ˈentrəns ɪɡˈzæmz] *n* уступныя экзамены
fee-paying [ˈfiːˌpeɪɪŋ] *adj* платны
free of charge [ˈfriː əv ˈtʃɑː(r)dʒ] бясплатны
goal [ɡəʊl] *n* мэта
grade [ɡreɪd] *n* узровень
independent [ˌɪndɪˈpendənt] *adj* незалежны
mixed sex school [ˌmɪkst seks ˈskuːl] *n* змешаная школа (для хлопчыкаў і дзяўчынак)
non-selective [ˌnʌnsɪˈlektɪv] *adj* невыбіральны
private [ˈpraɪvɪt] *adj* прыватны
public school [ˌpʌblɪk ˈskuːl] *n* прывілеяваная прыватная навучальная ўстанова
require [rɪˈkwaɪə] *v* патрабаваць (чаго-н.); мець патрэбу (у чым-н.)
schedule [ˈʃedjuːl] *n* расклад
scholarship [ˈskɒləʃɪp] *n* стыпендыя
selective [sɪˈlektɪv] *adj* выбіральны
set a goal [set ə ˈɡəʊl] *phr v* ставіць мэту
term [tɜːm] *n* семестр
vacation [vəˈkeɪʃ(ə)n] *n* канікулы

UNIT 4

anti-social [ˌæntɪˈsəʊʃ(ə)l] *adj* антыграмадскі, антысацыяльны
authority [ɔːˈθɒrətɪ] *n* улада; начальства
cadet [kəˈdet] *n* кадэт
campaign [kæmˈpeɪn] *n* кампанія
cheerleader [ˈtʃɪə(r)ˌliːdə(r)] *n* капітан балельшчыкаў, чырлідар
development [dɪˈveləpmənt] *n* развіццё
elect [ɪˈlekt] *v* выбіраць
elections [ɪˈlekʃ(ə)nz] *n* выбары
expect [ɪkˈspekt] *v* чакаць
feel like [ˈfiːl laɪk] *phr v* мець жаданне
include [ɪnˈkluːd] *v* уключаць, ахопліваць
involve [ɪnˈvɒlv] *v* уключаць, уцягваць, далучаць
issue [ˈɪʃuː] *n* пытанне, праблема
leader [ˈliːdə(r)] *n* лідар

member [ˈmembə] *n* член арганізацыі
military [ˈmɪlɪt(ə)rɪ] *adj* ваенны
movement [ˈmuːvmənt] *n* рух
political [pəˈlɪtɪk(ə)l] *adj* палітычны
principle [ˈprɪntsəp(ə)l] *n* прынцып
politics [ˈpɒlətɪks] *n* палітыка
success [səkˈses] *n* поспех
support [səˈpɔːt] *v* падтрымліваць
supporter [səˈpɔːtə] *n* прыхільнік
vandalism [ˈvændəlɪz(ə)m] *n* вандалізм
vote [vəʊt] *v* галасаваць
yell [jel] *v* крычаць
youth [juːθ] *n* моладзь

UNIT 5

abstract [ˈæbstrækt] *adj* абстрактны
audience [ˈɔːdɪəns] *n* аўдыторыя, гледачы, публіка
background [ˈbækgraʊnd] *n* задні план, фон
ban [bæn] *v* забараняць
communicate [kəˈmjuːnɪkeɪt] *v* перадаваць, паведамляць, мець зносіны
content [ˈkɒntent] *n* змест
depression [dɪˈpreʃ(ə)n] *n* дэпрэсія
design [dɪˈzaɪn] *n* дызайн
exhibit [ɪgˈzɪbɪt] *v* паказваць, выстаўляць
exhibition [ˌeksɪˈbɪʃ(ə)n] *n* выстава
express [ɪkˈspres] *v* перадаваць, выяўляць
expression [ɪkˈspreʃ(ə)n] *n* выяўленне
foreground [ˈfɔː(r)graʊnd] *n* пярэдні план
graffiti [grəˈfiːtɪ] *n* графіці
illegal [ɪˈliːg(ə)l] *adj* нелегальны
impress [ɪmˈpres] *v* уражваць
impression [ɪmˈpreʃ(ə)n] *n* уражанне
influence [ˈɪnfluəns] *n* уплыў
installation [ˌɪnstəˈleɪʃ(ə)n] *n* інсталяцыя
intention [ɪnˈtenʃ(ə)n] *n* намер
interpret [ɪnˈtɜː(r)prɪt] *v* інтэрпрэтаваць, тлумачыць
legal [ˈliːg(ə)l] *adj* легальны
photography [fəˈtɒgrəfɪ] *n* фатаграфія (*хобі*)
portray [pɔːˈtreɪ] *v* ствараць вобраз, маляваць партрэт
sculpture [ˈskʌlptʃə] *n* скульптура
statue [ˈstætʃuː] *n* статуя

therapy ['θerəpɪ] *n* тэрапія
visual ['vɪʒʊəl] *adj* візуальны, наглядны

UNIT 6

advanced [əd'vɑːnst] *adj* прасунуты
appliance [ə'plaɪəns] *n* прыбор, устройства
atom ['ætəm] *n* атам
bacteria [bæk'tɪərɪə] *n* бактэрыя
cell [sel] *n* клетка
clone [kləʊn] *n* клон
cloning ['kləʊnɪŋ] *n* кланіраванне
data ['deɪtə] *n* інфармацыя
digital ['dɪdʒɪt(ə)l] *adj* лічбавы
display [dɪ'spleɪ] *n* дысплей, экран
earphones ['ɪəfəʊnz] *n* навушнікі
flee [fliː] *v* уцякаць, ратавацца ўцёкамі
gene [dʒiːn] *n* ген
genetic [dʒə'netɪk] *adj* генетычны
GPS [ˌdʒiː piː 'es] глабальная сістэма пазіцыянавання
identical [aɪ'dentɪk(ə)l] *adj* ідэнтычны
iPod ['aɪˌpɒd] *n* айпод
launch [lɔːntʃ] *v* запускаць, пачынаць
molecule ['mɒlɪˌkjuːl] *n* малекула
nano ['nænəʊ] *прэфікс* нана- (10^{-9})
random ['rændəm] *adj* выпадковы, выбраны наўздагад
scale [skeɪl] *n* шкала
screen [skriːn] *n* экран
security [sɪ'kjʊərətɪ] *n* ахова
smartphone ['smɑːtˌfəʊn] *n* смартфон
structure ['strʌktʃə] *n* структура
technology [tek'nɒlədʒɪ] *n* тэхналогія
vehicle ['vɪək(ə)l] *n* транспартны сродак
web [web] *n* сетка, павуціна

UNIT 7

anecdote ['ænɪkdəʊt] *n* анекдот, гісторыя
anniversary [ˌænɪ'vɜːs(ə)rɪ] *n* юбілей
attempt [ə'tempt] *n* спроба
award [ə'wɔːd] *n* узнагарода
broke [brəʊk] *adj* без грошай, даведзены да галечы
explore [ɪk'splɔː] *v* даследаваць

explorer [ɪk'splɔːrə] *n* даследчык
fail [feɪl] *v* пацярпець няўдачу, крах
failure ['feɪljə] *n* няўдача, правал
fate [feɪt] *n* лёс
fire ['faɪə] *v* звальняць
honorary ['ɒnərərɪ] *adj* ганаровы
influential [ˌɪnflʊ'entʃ(ə)l] *adj* уплывовы
legendary ['ledʒ(ə)nd(ə)rɪ] *adj* легендарны
narrative ['nærətɪv] *n* аповед, гісторыя; *adj* апавядальны
Nobel prize [ˌnəʊbel 'praɪz] *n* Нобелеўская прэмія
notable ['nəʊtəb(ə)l] *adj* выдатны, знакаміты
numerous ['njuːmərəs] *adj* шматлікі
outstanding [aʊt'stændɪŋ] *adj* выдатны, незвычайны
pioneer [ˌpaɪə'nɪə] *n* першаадкрывальнік, наватар
principal ['prɪnsəp(ə)l] *n* дырэктар школы
prominent ['prɒmɪnənt] *adj* выдатны, вядомы
turn down [ˌtɜːn 'daʊn] *phr v* адмаўляць, адхіляць

UNIT 8

balanced ['bælənst] *adj* збалансаваны
biased ['baɪəst] *adj* прадузяты
broadcast ['brɔːdkɑːst] *v* перадаваць, трансліраваць
broadsheet ['brɔːdʃiːt] *n* сур'ёзная газета (*у Вялікабрытаніі*) на вялікіх аркушах паперы
cable ['keɪb(ə)l] *adj* кабельны
channel ['tʃæn(ə)l] *n* канал
commercial [kə'mɜːʃ(ə)l] *n* рэкламны ролік
deliver [dɪ'lɪvə] *v* дастаўляць
feature ['fiːtʃə] *v* паказваць, выводзіць у галоўнай ролі
host [həʊst] *n* вядучы (*перадачы*)
include [ɪn'kluːd] *v* уключаць
live [laɪv] *adj* які перадаецца з месца дзеяння (без папярэдняга запісу на плёнку ці кіналенту), прамы (рэпартаж)
mass media [ˌmæs 'miːdɪə] *n* сродкі масавай інфармацыі
print [prɪnt] *v* друкаваць
remain [rɪ'meɪn] *v* заставацца
report [rɪ'pɔːt] *n* справаздача, даклад, рапарт, данясенне, паведамленне; апавяданне, апісанне падзей
report [rɪ'pɔːt] *v* 1) паведамляць, апісваць, расказваць; рабіць справаздачу, падаваць рапарт; 2) перадаваць што-н., сказанае іншай асобай, гаварыць з чыіх-н. слоў; 3) састаўляць, рабіць

справаздачу для прэсы; даваць, весці рэпартаж, пісаць заметку
reported [rɪˈpɔːtɪd] *adj* ускосны, паведамлены, перададзены; даложаны
reporter [rɪˈpɔːtə] *n* рэпарцёр
ritual [ˈrɪtʊəl] *n* рытуал
satellite [ˈsætəlaɪt] *adj* спадарожнікавы
sensational [senˈseɪʃ(ə)nəl] *adj* сенсацыйны, скандальны
sitcom [ˈsɪtkɒm] *n* камедыя становішчаў
source [sɔːs] *n* крыніца
soap [səʊp] *n* "мыльная опера" (шматсерыйная тэлепастаноўка на сямейныя і бытавыя тэмы)
tabloid [ˈtæblɔɪd] *n* малафарматная газета са сціслым тэкстам, ілюстрацыямі і кідкімі загалоўкамі; бульварная газета
unbiased [ʌnˈbaɪəst] *adj* непрадузяты

UNIT 9

amount [əˈmaʊnt] *n* аб'ём; колькасць
appreciate [əˈpriːʃieɪt] *v* ацэньваць, (высока) цаніць; быць удзячным
approve [əˈpruːv] *v* адабраць, ухваляць (of)
be used to [ˈjuːst tuː] *phr v* прывыкнуць
bill [bɪl] *n* рахунак
blank [blæŋk] *adj* пусты, незапоўнены
boundary [ˈbaʊnd(ə)rɪ] *n* мяжа
congratulate [kənˈgrætʃəleɪt] *v* віншаваць (on з чым-н.)
decide [dɪˈsaɪd] *v* вырашыць (against не на карысць чаго-н.)
deny [dɪˈnaɪ] *v* адмаўляць
enclose [ɪnˈkləʊz] *v* уключаць
envelope [ˈenvələʊp] *n* канверт
forgive [fəˈgɪv] *v* дараваць (for)
furious [ˈfjʊərɪəs] *adj* узлаваны, разгневаны, нястрымны, раз'юшаны
give up [ˌgɪv ˈʌp] *phr v* кідаць
indulge [ɪnˈdʌldʒ] *v* 1) патураць (in каму-н. у чым-н.); 2) задавальняць свае жаданні, не адмаўляць сабе (у чым-н.)
keep on [ˌkiːp ˈɒn] *phr v* працягваць
mad [mæd] *adj* вар'ят
mail [meɪl] *n* пошта
object [əbˈdʒekt] *v* пярэчыць (to)
over-protective [ˌəʊvəprəˈtektɪv] *adj* які празмерна абараняе
package [ˈpækɪdʒ] *n* 1) пакет, скрутак; пачак (*цыгарэт*); 2) цюк; кіпа; пасылка; месца (*багажу*); 3) упакоўка, упаковачная тара; кантэйнер, скрынка, каробка

parcel [ˈpɑːs(ə)l] *n* 1) пакет, скрутак, цюк, клунак, мяшок; 2) пасылка, бандэроль (паштовая)
pile [paɪl] *n* куча, груда, штабель; слупок (*манет*); кіпа (*папер*); пакет, пачак, вязка
pile up [ˌpaɪl ˈʌp] *phr v* нагрувашчвацца; назапашвацца
point [pɔɪnt] *n* пункт, момант, пытанне; справа
prevent [prɪˈvent] *v* 1) прадухіляць, папярэджваць; 2) перашкаджаць, не дапускаць; ахоўваць (from ад чаго-н.)
protective [prəˈtektɪv] *adj* засцерагальны, ахоўны; загараджальны, які прыкрывае
pushy [ˈpʊʃɪ] *adj* надакучлівы; бесцырымонны
put up with [ˌpʊt ˈʌp wɪð] *phr v* мірыцца з чым-н., цярпець што-н.
row [raʊ] *n* сварка, шум
rude [ruːd] *adj* грубы
scream [skriːm] *v* пранізліва (прарэзліва) крычаць, лямантаваць, вішчаць
set limits [set ˈlɪmɪts] *phr v* устанаўліваць межы
strict [strɪkt] *adj* строгі
suggest [səˈdʒest] *v* прапаноўваць
thank [θæŋk] *v* дзякаваць (for за што-н.)
thankful [ˈθæŋkf(ə)l] *adj* удзячны
think [θɪŋk] *v* (па)думаць, прыдумваць, дадумвацца (of)
trust [trʌst] *v* давяраць
urgent [ˈɜːdʒ(ə)nt] *adj* тэрміновы
urgently [ˈɜːdʒ(ə)ntlɪ] *adj* тэрмінова
warn [wɔːn] *v* папярэдзіць (against аб чым-н.)

Вучэбнае выданне

Юхнель Наталля Валянцінаўна
Навумава Алена Георгіеўна
Дземчанка Наталля Валянцінаўна

АНГЛІЙСКАЯ МОВА

Вучэбны дапаможнік для 10 класа ўстаноў агульнай
сярэдняй адукацыі з беларускай мовай навучання

Рэдактар *Л.С. Мельнік*
Мастацкі рэдактар *К.А. Агуновіч*
Тэхнічны рэдактар *Н.А. Лебядзевіч*
Карэктар *В.І. Аверкіна*
Камп'ютарная вёрстка *Ю.М. Трусевіч*

Падпісана ў друк 15.08.2011. Фармат 60×90/16. Папера афсетная.
Гарнітура «SchoolBook». Афсетны друк. Ум. друк. арк. 20,0. Ул.-выд. арк. 16,02.
Тыраж 10 021 экз. Заказ 85.

Рэспубліканскае ўнітарнае прадпрыемства «Выдавецтва "Вышэйшая школа"».
ЛИ № 02330/0494062 ад 03.02.2009. Пр. Пераможцаў, 11, 220048, Мінск.
e-mail: info@vshph.by http://vshph.by

Рэспубліканскае ўнітарнае прадпрыемства «Мінская фабрыка каляровага друку».
ЛП № 02330/0494156 ад 03.04.2009. Вул. Каржанеўскага, 20, 220024, Мінск.

Юхнель, Н. В.

Ю94 Англійская мова : вучэб. дапам. для 10-га кл. устаноў агул. сярэд. адукацыі з беларус. мовай навучання / Н. В. Юхнель, А. Г. Навумава, Н. В. Дземчанка. – Мінск : Выш. шк., 2011. – 317 с. : іл.

ISBN 978-985-06-2013-2.

УДК 811.111(075.3=161.3)
ББК 81.2Англ-922

(Назва і нумар школы)

Навучальны год	Імя і прозвішча вучня	Клас	Стан вучэбнага дапаможніка пры атрыманні	Адзнака вучню за карыстанне вучэбным дапаможнікам
20 /				
20 /				
20 /				
20 /				

Вучэбны дапаможнік выдадзены за кошт сродкаў дзяржаўнага бюджэту для фондаў бібліятэк па заказе Міністэрства адукацыі Рэспублікі Беларусь